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ABSTRACT

The objectives of the project are reviewed: (1) to develop demographic data on rehabilitation counselors and supervisors in state and federal agencies, as well as on their work milieu and certain perceptions; (2) to inventory the kinds of continuing education experiences being provided to practicing rehabilitation counselors; and (3) to test an experimental approach to continuing education. This second report presents the data gathered in pursuit of these objectives. Personal, educational, experiential, professional and attitudinal characteristics of counselors and supervisors are presented. The final sections concern: (1) the relationship of counselor characteristics to voluntary participation in an experimental program of continuing education, and to satisfaction with the program's learning units; and (2) the relationship of counselor training and experience to counselor knowledge and counselor participation in the experimental program (as measured by learning units completed during the first 5 months of the project year). (TL)

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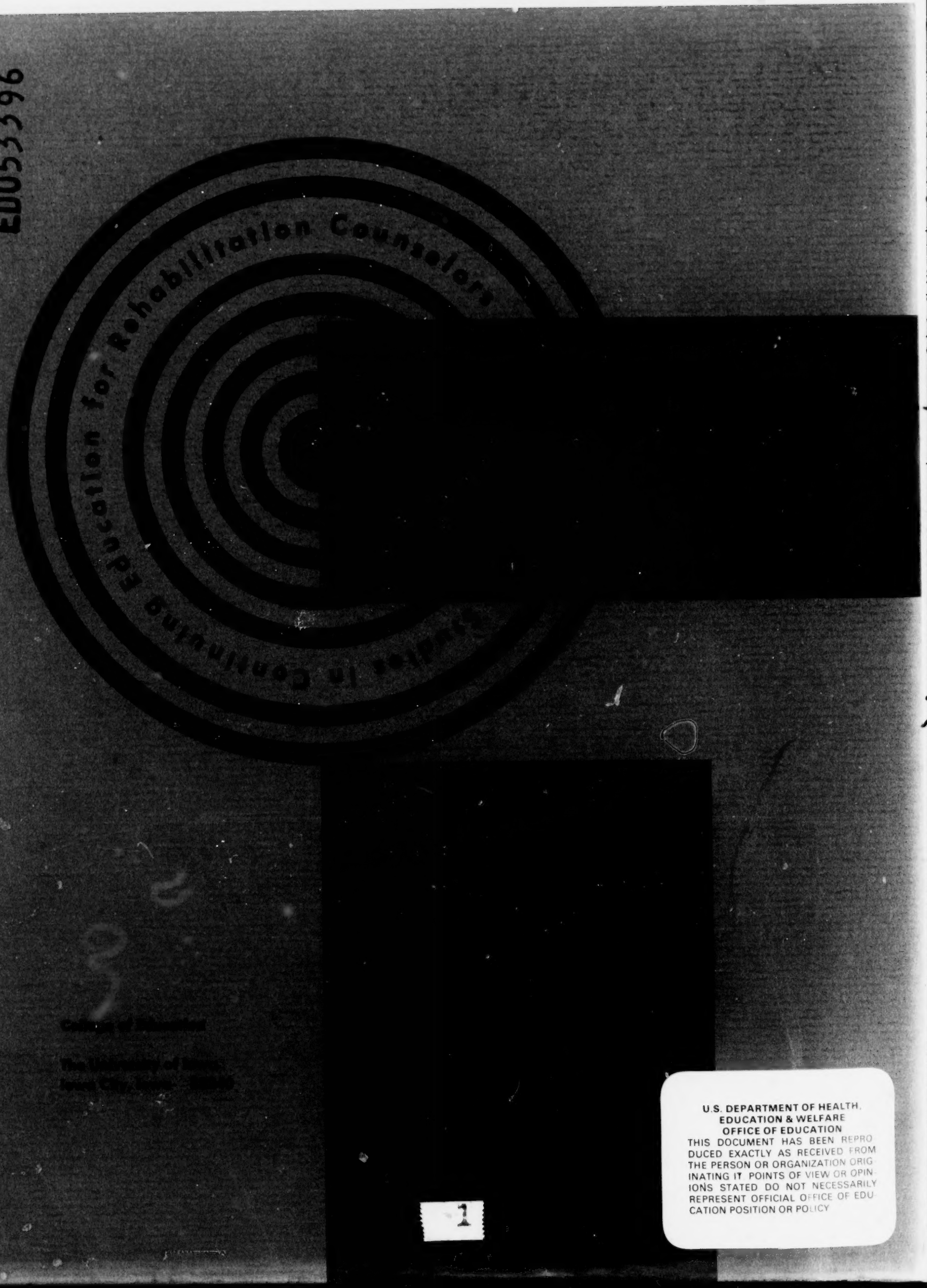


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THE UNIVERSITY OF IOWA

STUDIES IN

CONTINUING EDUCATION

FOR REHABILITATION COUNSELORS

Report No. 2, June 1971

# Understanding the Work Milieu and Personnel in Developing Continuing Education for Rehabilitation Counselors

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## FOREWORD

Studies in Continuing Education for Rehabilitation Counselors (SCERC) are being directed by a research staff that was organized at The University of Iowa in 1966. In a project of such duration and magnitude, it has involved several professors as well as graduate students.

In such a team effort, from designing the study, collecting data, analyzing data, as well as reporting the data, individual contributions are difficult to separate in order to assign credit. Senior authorship(s) of this and other SCERC publications is granted primarily on the basis of responsibility for over all direction to the research project and the preparation of the manuscripts for publication; thereafter, the listing of contributing members is alphabetical.

The current Studies in Continuing Education for Rehabilitation Counselors are also the product of cooperation by the directors, training directors, research helpers, district supervisors, and counselors in the Illinois, Iowa, and Minnesota State-Federal vocational rehabilitation agencies. Their willingness to become involved in long-term research reflects a high level of professionalism. We would like to recognize specifically the directors of these three state agencies: Alfred Slicer (Illinois), Jerry Starkweather (Iowa), and August Gehrke (Minnesota). We would also like to recognize their training directors: Philip Kolber (Illinois), William Herrick (Iowa), and Joseph Steen (Minnesota). And finally, to our secretary, Mrs. Patricia Hoback, who read and typed this material, our thanks.

Studies in Continuing Education for Rehabilitation Counselors are made possible by major financial support from the Rehabilitation Services Administration, Department of Health, Education, and Welfare (12-P-55239/7-05); the Studies are greatly facilitated by the staff of the Research and Demonstrations Division of that agency who encouraged the development of this program of research.

## INTRODUCTION

The first report from Studies in Continuing Education for Rehabilitation Counselors (SCERC) was published in August, 1969. That report reviewed the literature on the problems related to the continuing education of professional workers, and set forth guidelines followed in the programmatic research underway at The University of Iowa. Copies of the first report titled: Continuing Education for Rehabilitation Counselors: A Review and Context for Practice and Research may be obtained from the College of Education, The University of Iowa, as long as the supply lasts. The first report has, in addition, been placed on deposit with the ERIC system; copies may be obtained from Leasco Information Products, Inc., 4827 Rugby Avenue, Bethesda, Maryland, 20014.

This second report provides descriptive data on the counselors studied as part of the initial phase of SCERC and the results from several of the data analyses carried out to date. It is planned to have yet a third and final report published from this five year research effort, providing the remainder of what are considered to be major findings and conclusions. In a study of this magnitude, however, it is anticipated that various analyses and their findings will continue to be forthcoming in the foreseeable future in appropriate journals and possible presentations at professional meetings.

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# CHAPTER I

## The Context for the Data Analyses in Report Two

### A. Objectives

Since this report is, in a real sense, a continuation of the first SCERC report (Continuing Education for Rehabilitation Counselors: A Review and Context for Practice and Research, August, 1969), this chapter briefly reviews and amplifies the design of the initial SCERC research phase, as outlined in Chapter V of Report One. The data which then are presented in the following chapters can be viewed from this perspective.

Phase I of the SCERC research was intended to research the continuing education of rehabilitation counselors in the area of concept development or information transfer. Criteria for increased skills or dispositional/attitudinal changes were not primary, although in collecting such things as supervisory ratings and perceptions of counselors toward training of one kind or another, some information was gained about these other instructional objectives. However, the primary set was to examine gains in concepts or information, and the correlates of such gains. This phase of the SCERC project had several objectives:

1. To develop demographic data on rehabilitation counselors and supervisors, in state-federal rehabilitation agencies, as well as on their work milieu and certain perceptions held, that might have relevance for future research in continuing education. To also examine selected relationships among such data that appeared to have particular significance for state-federal rehabilitation agency settings.

2. To inventory the kinds of continuing education experiences being provided to practicing rehabilitation counselors over the course of a year.

3. To test an experimental approach to continuing education, designed according to certain teaching-learning linkage (see Report No. 1, 1969).

### B. Selection and Development of Field Sites

The initial phase of SCERC Phase I research was conducted in three state-federal rehabilitation agencies: Illinois, Iowa, and Minnesota. The selection of such a study area was based on several considerations. A practical and important one was ease of accessibility to these states and their agreement to get involved in such long term research. They are also medium sized (100-150) counselor agencies as well. But an equally important consideration is that counselors actually work for a specific state agency. To study the problems involved in the continuing education of rehabilitation counselors, the relationships and problems within continuing education must be examined "in situ", i.e., in an actually operating agency as a whole. The question, then, of to whom the results of this study can be generalized becomes critical and cannot be avoided. At one level, it was decided, in effect, to confine the research to a sample of three, actually operating state rehabilitation agencies. Most simply, the results can be restricted to what happened in these three states, and what will possibly happen in the future. Inferential tests, then, would be generalized to future personnel in such agencies. The argument is that if the research were done over again, there would be a certain level of confidence that results would be replicated in these three states. If, on the other hand, it is believed that personnel operating in these agencies are reasonably similar to personnel in many of our state-federal agencies,

and the demographic data should provide the reader with some notions of this, and further that the structure of all state agencies does not diverge too widely, then generalization of results can be increased. Perhaps the most straight forward view that can be taken is that the research was conducted in three separate "laboratories" comprised of three actually operating state agencies. If the results stimulate others to apply and research continuing education in other agencies, our goal will be accomplished.

A final note on the question of sampling should be made. Actually, the counselors were not individually selected; they entered the study because the office in which they worked had agreed to participate. Also since Phase One of the SCERC project was conducted over the course of a year, it was inevitable that some counselor and supervisory turnover would occur. It was also inevitable that certain inventories and other instruments used in the research were unusable or incomplete. As a result, during the project year, the number of supervisors ranged from 64-69, and the number of participating counselors from 308-358. There appear to be no differences between experimental and control offices in either turnover or incomplete ballots; however, a record of personnel turnover was maintained and at some future date it is hoped to examine such data and its relevance to the problems in the continuing education of rehabilitation counselors. As a result of such factors, however, the number of subjects involved will differ in different analyses.

The directors and training directors from these three states were made acquainted with the project's broad outlines at a three-day conference at The University of Iowa. The conference provided the SCERC staff with much feedback on relevant topics for development, as well as probable problems in data collection. At the conclusion of the conference, training directors were provided with materials for explaining the project to district or area supervisors as well as to the counselors in their states.

From district or area offices where the supervisors and counselors volunteered to participate in the study, the SCERC staff designated seventeen offices as "experimental" offices and fourteen as "control." A list of the experimental and control offices are given in Appendix G. The designation of offices as "experimental" or "control" was accomplished after supervisors completed a questionnaire (see Appendix B) giving personal data on the supervisor and his office. From these data, a relatively comparable group of urban-rural offices, trained-untrained supervisors, and trained-untrained counselors were assigned to the experimental and control groups. The experimental offices received the set of thirty learning units after the initial testing of counselors was accomplished; the control offices, of course, did not.

For each office participating in the study, a Research Helper was trained at a central meeting held in each of the three states. The experimental office Research Helpers, usually a senior clerk in the office, were instructed in (1) managing the experimental learning units; (2) the testing of counselors, particularly new counselors in the office; and (3) the reporting of results to SCERC headquarters. Control office Research Helpers received similar instruction except for managing the learning units. Each Research Helper also received a manual which provided written instructions for reference when back in the office. Research Helpers were paid a token honorarium for their participation in the project.

## Testing and Data Collection in Initial SCERC Study

An overview of the sequence in data collection during the initial SCERC study is provided in Table 1.

TABLE 1

An Overview of Data Collection in the Initial SCERC Study

| Instruments Administered | Administered to | Time of Administration |
|---|---|---|
| 1. Minnesota Importance Questionnaire (Weiss, et al., 1964) | All counselors in experimental and control offices | When entering into project |
| 2. Wonderlic Personnel Test (Wonderlic, 1967) | All counselors in experimental and control offices | When entering into project |
| 3. Adjective Checklist (Gough, 1952) | All counselors in experimental and control offices | When entering into project |
| 4. Counselor Questionnaire (see Appendix 4) | All counselors in experimental and control offices | When entering into project |
| 5. SCERC Information Test | All counselors in experimental and control offices | (a) When entering into project, (b) at the end of six months, June, 1969, and (c) at the end of the project year, December, 1969 |
| 6. Supervisory Ratings (see Appendix D) | All counselors in experimental and control offices | (a) When entering into project, (b) at the end of six months, June, 1969, (c) at the end of project year, December, 1969 |
| 7. Cumulative Training Record Card (see Appendix E) | All counselors in experimental and control offices | Maintained over the course of entire project year by Research Helpers |
| 8. Learning Unit Evaluation Forms (see Appendix F) | Counselors in experimental offices | After counselor completes a learning unit |
| 9. Supervisor's Questionnaire (see Appendix B) | All supervisors in experimental and control offices | When entering into project |

As Table 1 indicates, data collection in this initial SCERC study proceeded throughout the year. Except for the completion of Learning Unit Evaluation Forms (which were part of the treatment), counselors in both experimental and control offices were tested and other data were collected on them in a similar manner. Whenever a counselor was

promoted to supervisor or left an experimental office, he was dropped from the study at that point. Whenever a counselor was recruited or transferred into an experimental office he was allowed to begin taking learning units after the initial battery of instruments were completed. Counselors who were recruited during the study year in control offices also completed the instruments for the study.

Research Helpers, on a quarterly basis, mailed reproductions of the Cumulative Training Record Card to SCERC headquarters. Such cards are a record of all training that counselors took during the study year; for counselors in experimental offices, this included SCERC Learning Units. A duplicate set of Cumulative Training Record Cards were maintained at SCERC headquarters by posting from these quarterly reports (see Appendix E).

In constructing each learning unit, the teaching-learning links described in Report One were incorporated as much as possible. In the beginning of each unit, advance organizers are included in an attempt to present the learner with an overview of what is to follow. Content is both heard and seen, particularly when diagrams or schema can help clarify the auditory presentation. The learner is asked to respond to printed questions or solve problems when these are appropriate.

Prior to taking any learning units, counselor subjects were given a 300-item Information Test. The 300-item test was composed of 30 sub-tests, made of ten key questions on each learning unit. Each counselor received a profile of his learning unit test scores, indicating which units covered material with which he was relatively unfamiliar. This feedback would allow counselors to "section" themselves and avoid unit content they already understood or had mastered. At the end of six months (June, 1969) and at the end of the year (December, 1969) they again took an Information Test, composed of half the original test. The reduced test was developed by statistically analyzing the original test for the most discriminating test items, and selecting those most discriminating as well as relevant.

Each counselor in offices where the learning units were installed also received a loose-leaf type of catalog which contained instructions on how to take learning units, a description of content in each unit, and provided a place to store notes and printed supplements after taking a learning unit.

A Learning Unit Evaluation Form was developed (see Appendix F) and completed by counselors after taking a learning unit. This form provided the counselor and the SCERC research staff with the means of assessing various dimensions of the content and presentation. Such forms were mailed periodically to SCERC headquarters at The University of Iowa.

Since it seemed likely that not all readers would want to know as much detailed information about our counselors and supervisors as is included in the tables and their explanatory comments, a summary of counselor characteristics and supervisor characteristics is given at the beginning of Chapters II and III. These summaries offer a fairly succinct view of the "typical" counselor and supervisor in the study and point out any differences between the experimental and control groups that were found by the statistical analyses.

## CHAPTER II. COUNSELOR CHARACTERISTICS

### Summary

The tables and comments in this chapter go into considerable detail in attempting to describe the characteristics of the counselors in the sample. Individual readers will have varying amounts of interest in certain dimensions and may want to look at some rather closely. However, it seems useful to try to summarize briefly the "typical" rehabilitation counselor in our study, without forgetting that there is considerable individual variation.

On a personal level our "typical" counselor is a young man, probably between 20 and 30 years of age, who is married and it appears as if his marriage will prove a stable one since very few respondents indicated they were divorced. He is from a middle or upper middle class background where his father has worked as a professional person or "white collar" worker, most likely the latter since his father's educational level was usually described as having completed high school. It should be mentioned that while most rehabilitation counselors are males, there are a number of females (about 20%) who are part of the sample and probably reflect a growing number of women who are entering the field of rehabilitation.

Educationally, our "typical" counselor has completed college and has undertaken some post-graduate work. While in undergraduate school he was an average student, or possibly slightly above, and he most likely majored in Sociology or Psychology, although Education and Business are rather common majors. In his graduate work he has majored in either Counseling and Guidance or Rehabilitation Counseling, and has not yet completed a Master's program. It is very likely that he is pursuing his graduate work on a part-time basis along with other types of inservice training such as workshops, institutes, or special programs. In general there is a rather high level of inservice educational activity which seems consistent with the youth and development of rehabilitation counseling as a professional specialty and of the counselors themselves.

In terms of experience, a typical counselor from our sample has had some experience in a general counseling setting (or closely allied setting) prior to going to work for a state rehabilitation agency. This general experience would probably average out at about three years and rarely would exceed five years. He has not had experience in other rehabilitation settings prior to his present job and he has been with the present agency for less than two years. It is a rather striking finding that of the total sample of counselors 82% have had less than two years experience in their current state-agency jobs.

Information was obtained on the degree of professionalization of the sample by inquiring into such activities as attending professional meetings and reading professional journals. The typical counselor held from 1-5 professional books in his personal library, does not read any professional journal thoroughly, may read one journal casually, and it's almost always the Journal of Rehabilitation. It's a toss-up whether our counselors attend state level professional meetings. If they do, it's one meeting and it's the NRA meeting. On a regional and national level there is simply no significant attendance. Likewise there is little participation in professional organizations by holding elected office. At the state level about 10% have held such offices, but at the regional and national levels there is only token representation, a not unlikely finding since the number of offices at the regional and national levels is relatively small, and the competition rather great. Monthly inservice training activities are engaged in by most counselors, but probably less than ten hours per month. It is debatable how much it contributes to the counselor's professionalization since, in general, the other indices do not reflect a highly professional attitude on the part of the counselors.

Other data collected from the counselors had to do with their attitudes toward their work activities. The typical response to the usefulness of inservice training activities

and supervisory help with job problems indicated that counselors felt such activities were generally helpful. They also felt that educational experiences were generally helpful in getting promoted, for they ranked five types of activity in the following order on the basis of their importance to being promoted: (1) Engaging in Further Training, (2) Having a Master's Degree in Rehabilitation Counseling, (3) Being in the Right Place at the Right Time, (4) Number of 26 Closures, and (5) Conforming and Playing Politics. In terms of the amount of time spent in various job activities the sample of counselors gave the following ranking to four types of job activities: (1) Face to Face Contact with Clients, (2) Case Recording and Administrative Meetings, (3) Contacting Other Professionals, and (4) Locating Jobs, Developing Referral Sources and Related Community Work.

In addition to the information gotten from the questionnaire, the counselors were given three standardized psychological tests including the Wonderlic Intelligence Test, the Adjective Check List, and the Minnesota Importance Questionnaire. The results suggest that our typical counselor does not differ in intelligence from the average college graduate and that he is a fairly sensitive and self-confident individual who wants to help people and would initiate and carry through a plan of action to a successful completion. Conversely he appears to place little value on assuming authority or deriving social status from his activities.

On all of the individual items of information included in the above summary, the counselors in the Experimental group (N = 200) were compared with the counselors in the Control group (N = 128) primarily by the use of Chi Square tests. Practically all of the tests failed to reach significance at the .05 level of confidence, suggesting that our two groups of counselors were rather similar. The few tests that reached significance showed that the Experimental group had more women in it than the Control group and that the Experimental group had engaged in more inservice training during the year prior to the year of the study, read more professional journals casually, attended more state level professional meetings, held more offices in state level professional organizations and were slightly more intelligent. However, other tables revealed nonsignificance on items such as inservice training during the previous month, professional journals read thoroughly, and attendance at regional and national levels. Therefore it seems safe to say that our two groups of counselors were basically homogeneous at the outset of the study.

## Section A. Counselor Personal Characteristics

AGE: The counselors in our sample population were placed into one of four age categories: 21-30, 31-40, 41-50, and 51-67. The Chi Square test comparing the Experimental group with the Control group (see Table 2) is nonsignificant and suggests that the counselors in the two groups distribute themselves similarly according to the four age-range categories.

It is also apparent from Table 2 that rehabilitation counseling tends to be a "young man's game." From a total of 328 counselors, 153, or 47% were in the age range 21-30, and 94, or 29% were in the age range 31-40. Collectively, then, 76% of the counselors in the sample were 40 years of age or less, and only 24% of the sample were over age 40. This is not an especially surprising finding since the rapid expansion of rehabilitation services had been a phenomena of the past two decades, and the trend toward higher educational requirements for entrance into the field has probably worked toward screening out older applicants with less education.

Table 2: Comparison of Experimental and Control Counselors by Age

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| 21-30 | 87 | 44 | 66 | 52 |
| 31-40 | 59 | 30 | 35 | 27% |
| 41-50 | 35 | 18 | 15 | 12 |
| 51-67 | 19 | 10 | 12 | 9 |
| Total | 200 | 100 | 128 | 100 |

$X^2 = 2.93$

SEX: Table 3 reflects the number of women in our population and how they distributed themselves between the Experimental and Control groups. Fifty-two females comprised 26% of the Experimental group, while 18 females made up 14% of the Control group. The resulting Chi Square value of 6.63 was significant at the .05 level of confidence. Thus, there was a significantly larger number of females in the Experimental group. While there is some evidence to suggest that women exhibit greater need for educational achievement, their relatively small numbers in the sample, and a difference of only 12% in their contributing membership in the Experimental and Control groups, would not appear to be of any practical importance for the present study.

Table 3: Comparison of Experimental and Control Counselors by Sex

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Male | 148 | 74 | 110 | 86 |
| Female | 52 | 26 | 18 | 14 |
| Total | 200 | 100 | 128 | 100 |

$X^2 = 6.63$ Sig. $< .05$

The data do reflect the fact that the majority of rehabilitation counselors are male, as is true of most other professions and sub-professional specialities. Actually, the number of women in the sample population suggests that rehabilitation counseling is an area where discrimination based on sex is beginning to erode, since most occupational groups would have a higher ratio of men-to-women than the 258 to 70 (about 4 to 1) in the present sample.

MARITAL STATUS: Four categories of Marital Status are utilized in classifying the sample population of counselors: Single, Married, Separated or Divorced, and Widowed. It can be seen from Table 4 that the large majority of counselors, 246 out of 328, fall into the married category. There are 55 single counselors and only 20 who fall into the Separated or Divorced, or Widowed groups.

Such a breakdown indicates that rehabilitation counselors are a fairly stable group of "young marrieds," although the group is young enough that there is a significant number of single persons (55); very few people in the sample have been widowed (7), and the low incidence of persons separated or divorced (13) falls far below the national average.

Table 4: Comparison of Experimental and Control Counselors by Marital Status

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Single | 38 | 19 | 17 | 14 |
| Married | 143 | 73 | 103 | 82 |
| Separated-Divorced | 10 | 5 | 3 | 2 |
| Widowed | 5 | 3 | 2 | 2 |
| Total | 196 | 100 | 125 | 100 |

$X^2 = 4.07$

The Chi Square test was non-significant, indicating that the Experimental and Control groups do not differ significantly in the number of persons falling into each of the four categories.

SOCIO-ECONOMIC BACKGROUND: To get some estimate of the socio-economic background of our sample, it was decided to utilize two rather traditional indices; Father's Occupation and Father's Educational Level. Table 5 shows occupational level broken down into four categories, Unskilled, Semi-skilled, Skilled, and Professional. For the Experimental and Control groups the percentage distribution across the four categories is nearly identical and the resultant Chi Square is non-significant.

More of the counselors in both the Experimental and Control groups reported their father's occupation

Table 5: Comparison of Experimental and Control Counselors by Father's Occupation

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Unskilled | 26 | 13 | 16 | 13 |
| Semi-skilled | 35 | 18 | 24 | 19 |
| Skilled | 47 | 24 | 32 | 25 |
| Professional | 87 | 45 | 55 | 43 |
| Total | 195 | 100 | 127 | 100 |

as falling in the Professional category than any other. Next highest was the Skilled category, and the combined number in the Professional and Skilled categories constitute approximately 70% of the sample population.

On the variable of Father's Educational Level, the categories utilized were Completed Grade School, Some High School, Completed High School, Some College, Completed College, and Post Graduate Training. The Chi Square value shown in Table 6 is not significant, suggesting that the Experimental and Control groups are not significantly different in terms of Father's Educational Level.

Table 6: Comparison of Experimental and Control Counselors by Father's Education

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Grade School | 70 | 35 | 40 | 31 |
| Some High School | 29 | 15 | 23 | 18 |
| Completed High School | 45 | 23 | 30 | 24 |
| Some College | 23 | 12 | 16 | 13 |
| Completed College | 17 | 8 | 10 | 8 |
| Post Graduate | 15 | 8 | 8 | 6 |
| Total | 199 | 100 | 127 | 100 |

$X^2 = 1.23$

It seems rather surprising, in view of the data on Father's Occupation, to find so many counselors reporting their Father's Educational level as Completed Grade School, or Completed High School. These two categories plus the Some High School category, account for the majority of the responses (approximately 70%) which seem to contradict the findings on Father's Occupational Level. Since most counselors reported their father's occupation as Professional, one would expect a much higher percentage of responses in the Completed College and Post Graduate Study categories, the typical educational levels associated with professional occupations.

One probable explanation for this apparent discrepancy is that the Professional category of occupational level was utilized by counselors whose fathers held a "white collar" job that would not generally be considered professional. For example, jobs in sales, clerical work, or middle level business management. It seems likely that such occupations were considered Professional rather than Skilled because the latter is typically associated with "blue collar" jobs such as machinist, carpenter, or brick layer.

Therefore, the apparent contradictions in the two measures of Socio-Economic Background are probably due to the classification system for occupations, since it seems very unlikely that such a large percentage of rehabilitation counselors were from professional families. Nevertheless, they do appear to be a group from the middle and upper-middle class of society.

## Section B. Counselors' Educational Background

EDUCATIONAL LEVEL: Table 7 shows the classification system used to reflect the counselor's educational level -- Some College Work, Completed College, Some Post-Graduate Work, Master's Degree, Master's Degree Plus, and Doctorate. The Chi Square value reflecting differences between the Experimental and Control groups was non-significant.

Table 7: Comparison of Experimental and Control Counselors by Education

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Some College | 2 | 1 | 0 | 0 |
| Completed College | 60 | 30 | 49 | 38 |
| Some Post Graduate | 76 | 38 | 42 | 33 |

Examination of Table 7 reveals that only two persons, both in the Experimental group, were in the Some College Work class. At the other end of the continuum, only two counselors, again both in the Experimental group had completed doctoral training (either Ed.D. or Ph.D.). Thus, practically

the entire group fell within the categories Completed College through Master's Degree Plus. Obviously, the two largest categories were Completed College and Some Graduate Training with subjects being about equally divided between the two. This clustering would seem to reflect the rather recent development of rehabilitation counseling and its striving for professional status. Undoubtedly the establishment of graduate training programs in rehabilitation counseling has resulted in an attempt by many counselors to upgrade themselves, but the fact that only about 30% of them have completed Master's Degrees indicated that the desired goal of a Master's degree for all counselors is still quite far in the future.

Table 7: Continued

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| M.A. | 28 | 14 | 20 | 16 |
| M.A.+ | 31 | 16 | 17 | 13 |
| Doctorate | 2 | 1 | 0 | 0 |
| Total | 199 | 100 | 128 | 100 |

$X^2 = 5.15$

UNDERGRADUATE G.P.A.: Since most of the counselors in the sample population were college graduates, it was decided to examine their scholarship as reflected by their overall grade-point average (G.P.A.). The four point scale (A = 4) that was used to report G.P.A.'s was broken down into four categories; 1.0 - 2.5, 2.6 - 3.0, 3.1 - 3.5, and 3.6 - 4.0. Table 8 shows the distribution of counselors for the Experimental and Control groups according to these four categories. The Chi Square value was non-significant.

Table 8: Comparison of Experimental and Control Counselors by Undergraduate G.P.A.

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| 1.0-2.5 | 82 | 41 | 59 | 46 |
| 2.6-3.0 | 81 | 41 | 44 | 34 |
| 3.1-3.5 | 22 | 11 | 21 | 16 |
| 3.6-4.0 | 15 | 8 | 4 | 3 |
| Total | 200 | 100 | 128 | 100 |

$X^2 = 5.56$

It is apparent from Table 8 that approximately 80% of both the Experimental and Control groups between 1.0 and 3.0, or fell between a D to a B average. It seems safe to infer that most of the sample was in the C range and slightly skewed toward a "high C" G.P.A., since the 2.6 - 3.0 category had about as many people in it as did the 1.0 - 2.5 category. Thus, we can conclude that our sample population of counselors was average or slighely above in their undergraduate scholarship.

UNDERGRADUATE MAJOR: Since there are very few college programs where one can pursue an undergraduate major in rehabilitation counseling, and since graduate programs do not have rigid admission requirements that would greatly influence undergraduate students' selection of a major, an examination was made of the undergraduate background of the sample population.

Table 9: Comparison of Experimental and Control Counselors by Undergraduate Major

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Psychology | 38 | 19 | 30 | 24 |
| Sociology | 50 | 26 | 36 | 29 |
| Business | 17 | 9 | 11 | 9 |
| Education | 26 | 13 | 11 | 9 |
| Other | 65 | 33 | 38 | 30 |
| Total | 196 | 100 | 126 | 100 |

$X^2 = 2.57$

In Table 9 there are five categories of undergraduate majors; Psychology, Sociology, Business, Education, and Other. Of the specified categories, more counselors majored in Sociology than any other, Psychology was next most popular with Education and Business trailing in that order. However, the Other category had the greatest number of responses and reflects the somewhat diverse interests of the sample at the undergraduate level. Included in the Other category were such majors as Nursing, Journalism, Religion, and Political Science.

Nevertheless, the large number of persons majoring in Sociology and Psychology combined (almost 50%) indicates that many individuals go into rehabilitation counseling from a social science background. Again, the Chi Square test did not reflect any differences between the Experimental and Control groups in their undergraduate areas of specialization.

GRADUATE MAJOR: In addition to examining the undergraduate backgrounds of our sample population, it was decided to also look at the graduate majors because the relative newness of graduate programs in Rehabilitation Counseling made it certain that many of the counselors had done their graduate work in other areas. The categories used in Table 10 include Rehabilitation Counseling, Psychology, Sociology, Guidance and Counseling, Other, and No Graduate Study. The distribution within the several categories is rather similar for the Experimental and Control groups and the Chi Square value is non-significant.

Table 10: Comparison of Experimental and Control Counselors by Graduate Major

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| No Graduate Study | 57 | 30 | 43 | 36 |
| Rehabilitation Counseling | 41 | 22 | 18 | 15 |
| Psychology | 13 | 7 | 8 | 7 |
| Sociology | 8 | 4 | 3 | 3 |
| Guidance & Counseling | 41 | 22 | 23 | 19 |
| Other | 29 | 15 | 25 | 21 |
| Total | 189 | 100 | 120 | 100 |

$X^2 = 4.57$

The largest single category is No Graduate Study, which accounts for about one-third of the sample population, and supports the earlier statement that rehabilitation counseling as a professional activity is in a developmental state with many practicing counselors who have not undertaken graduate study. Of the remaining categories, Rehabilitation Counseling and Guidance and Counseling have about equal numbers of counselors, with 41% of the sample having majored in Guidance and Counseling and 37% in Rehabilitation Counseling. Only 14% majored in Psychology and 7% in Sociology, which was the major area for most counselors at the undergraduate level. The Other category had a significant response (36%) and was comprised of such areas as Special Education, Personnel Administration, and Management.

INSERVICE TRAINING DURING YEAR PRECEDING PROJECT YEAR: The sample population was asked to report the kinds of Inservice Training they had engaged in during the previous year. Kinds of training were divided into College or University, Workshop or Institute, Other, Two of the Three, All Three, or None. The College or University category included both classroom and correspondence work and the Other category included district or regional staffings and special meetings. Data reflecting the actual amount of time spent in various inservice training activities during the project year will be reported in a later section of this monograph. Table 11 shows that more of the Experimental group members are engaged in training in practically every category, while in the None category the Control group had a much larger percentage - 31% to 15%. Chi Square value was signficant and attests to the fact that more counselors in the Experimental group were engaged in some type of inservice training during the previous year than were the counselors in the Control group. The significance of this finding for the SCERC study will be discussed in a later section of this Monograph.

Table 11: Comparison of Experimental and Control Counselors by Inservice Training During Previous Year

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| College or University | 55 | 28 | 25 | 20 |
| Workshop or Institute | 50 | 26 | 24 | 19 |
| Other | 13 | 7 | 7 | 6 |
| 2 of the Above | 35 | 18 | 24 | 19 |
| 3 of the Above | 13 | 7 | 6 | 5 |
| None | 30 | 15 | 38 | 31 |
| Total | 196 | 100 | 124 | 100 |

$X^2 = 12.17$ Sig. $< .05$

## Section C. Counselor Work Background

COUNSELORS' EXPERIENCE: To get some estimation of the experience level of the sample population, they were asked to report their experience in three categories: (1) general counseling and personnel work, (2) rehabilitation counseling, and (3) rehabilitation counseling in this particular agency. The classification scheme was divided into Less than One Year, 1-2 Years, 3-6 Years, 7-10 Years, and 11 or More Years.

Table 12 deals with the information on years of experience in the general field of counseling and the non-significant Chi Square value does not reflect any difference between the Experimental and Control groups. For both groups the largest number of counselors were in the 1-2 or 3-6 years of experience categories.

Table 12: Comparison of Experimental and Control Counselors by Years of Experience in Counseling and Personnel Work

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Less than 1 Year | 35 | 18 | 20 | 16 |
| 1 2 Years | 52 | 26 | 35 | 28 |
| 3-6 Years | 52 | 26 | 37 | 29 |
| 7-10 Years | 30 | 15 | 17 | 13 |
| 11 or More Years | 30 | 15 | 17 | 13 |
| Total | 199 | 100 | 126 | 100 |

$\chi^2 = 0.77$

In Table 13 the same type of data is reflected except that experience is restricted to years as a rehabilitation counselor. The same categories are used to show the number of years of experience and, as with general counseling experience, the Experimental and Control groups do not appear to differ in view of the non-significant Chi Square test. However, in this analysis more of the counselors fall into the Less than 1 Year and 1-2 Year categories suggesting that they are persons who have had prior counseling experience, but who joined the ranks of rehabilitation counselors within the last two years. In fact, approximately 75% of the total sample population has 2 years or less of experience in the field of rehabilitation.

Table 13: Comparison of Experimental and Control Counselors by Years of Experience as Rehabilitation Counselor

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Less than 1 Year | 72 | 36 | 56 | 44 |
| 1-2 Years | 75 | 38 | 43 | 34 |
| 3 6 Years | 34 | 17 | 17 | 13 |
| 7-10 Years | 7 | 4 | 5 | 4 |
| 11 or More Years | 10 | 5 | 6 | 5 |
| Total | 198 | 100 | 127 | 100 |

$\chi^2 = 2.28$

The final look at experience concerns the amount of time actually spent in the particular agency where the counselor is presently employed. These data are shown in Table 14. It is very similar to the previous analysis of years in rehabilitation counseling in that the Experimental and Control groups do not appear to differ on the basis of the Chi Square test, and the counselors are largely distributed in the Less than 1 Year, or 1-2 Year categories. Actually the percentage of the sample falling into these two groups is 82%, or a slight increase from the 75% (approximate) in rehabilitation counseling. This suggests that there is some movement within the area of rehabilitation counseling from agency to agency, but such mobility is slight when compared to the number of counselors moving into rehabilitation from other types of counseling jobs. It is abundantly clear that most rehabilitation counselors are relatively inexperienced when only about 25% of the sample population has more than two year's experience.

Table 14: Comparison of Experimental and Control Counselors by Years of Experience as a Rehabilitation Counselor in This Agency

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Less than 1 Year | 83 | 42 | 63 | 50 |
| 1-2 Years | 78 | 49 | 41 | 32 |
| 3-6 Years | 23 | 12 | 14 | 11 |
| 7-10 Years | 7 | 4 | 4 | 3 |
| 11 or More Years | 6 | 3 | 5 | 4 |
| Total | 197 | 100 | 127 | 100 |

$\chi^2 = 2.33$

## Section D. Counselors' Professionalization

NUMBER OF PROFESSIONAL BOOKS IN COUNSELOR'S PERSONAL LIBRARY: Table 15 shows the personal libary holdings for the counselors in the sample population. The largest number of counselors in both the Experimental and Control groups were in the 1-5 Books category, with generally decreasing numbers as we go through the 6-10, 11-20, and More than 20 categories. While 15% of the Experimental group and 14% of the Control group held more than 20 books, the data show that 16% of the Experimental group and 11% of the Control group do not hold any books relevant to their work as rehabilitation counselors. The non-significant Chi Square does not reflect any difference between the Experimental and Control groups in their personal library holdings. In general, it appears that the counselors in our sample population have a very limited number of professional volumes in their personal libraries.

Table 15: Comparison of Experimental and Control Counselors by Books in Personal Library

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| 0 Books | 31 | 16 | 13 | 11 |
| 1-5 Books | 60 | 31 | 47 | 38 |
| 6-10 Books | 40 | 21 | 30 | 24 |
| 11-20 Books | 33 | 17 | 16 | 13 |
| More than 20 Books | 29 | 15 | 17 | 14 |
| Total | 193 | 100 | 123 | 100 |

$X^2 = 4.09$

JOURNALS READ THOROUGHLY: The number of professional journals read thoroughly by counselors were categorized as None, One, and Two or More. Table 16 shows that nearly half of the whole sample population does not read any journal thoroughly, slightly more than 30% read one journal thoroughly, and only about 20% read two or more journals carefully. The non-significant Chi Square does not reflect any difference between the two groups.

Table 16: Comparison of Experimental and Control Counselors by Professional Journals Read Thoroughly

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| None | 98 | 49 | 62 | 49 |
| 1 Journal | 61 | 31 | 43 | 34 |
| 2 or More Journals | 41 | 21 | 22 | 17 |
| Total | 200 | 100 | 127 | 100 |

$X^2 = 0.68$

By far the most popular journal read is the Journal of Rehabilitation. Of those reporting reading only one journal, 42 out of 61 in the Experimental group and 23 out of 43 in the Control group read the Journal of Rehabilitation. A total of only eight counselors in the whole sample reported reading such journals as the Journal of Counseling Psychology, Personnel and Guidance Journal, and the Rehabilitation Counseling Bulletin. The remainder of the single journal readers fell in the Other category. One might surmise that included in the Other category were journals such as the Rehabilitation Record and Rehabilitation Literature.

There were 41 in the Experimental group and 22 in the Control group who reported reading two more journals thoroughly. There is no data to indicate the preferences of this group, but it seems safe to assume that the Journal of Rehabilitation was among their choices, lending further support to its prominent position among rehabilitation workers.

JOURNALS READ CASUALLY: The sample was also questioned as to the number of professional journals they read casually, on the assumption that it may reflect a more extensive involvement with the professional literature. The same categorization of None, One, and Two or More was used as in the previous analysis and Table 17 reflects the findings.

In the None category were 38% of the Experimental group and 52% of the Control group. Reading one journal casually was 45%

Table 17: Comparison of Experimental and Control Counselors by Professional Journals Read Casually

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| None | 75 | 38 | 66 | 52 |
| 1 Journal | 90 | 45 | 44 | 35 |
| 2 or More Journals | 34 | 17 | 16 | 13 |
| Total | 199 | 100 | 126 | 100 |

$X^2 = 6.79$ Sig. $< .05$

of the Experimental group and and 35% of the Control group, and finally, reading two or more journals were 17% of the Experimental group and 13% of the Control group. The Chi Square value was significant at the .05 level of confidence and indicates that the Experimental group does a significantly greater amount of casual journal reading than does the Control group. Again, a survey of the specific journals shows that the large majority of the single journal readers are perusing the Journal of Rehabilitation, about twenty people look at the Personnel and Guidance Journal, and a handful see the Rehabilitation Counseling Bulletin and the Journal of Counseling Psychology, and the remainder read in "other" journals. For the "Two or More" readers there is no specific data on their choices, but there is no reason to believe that their preferences would vary from those of the single journal reader.

PROFESSIONAL MEETINGS ATTENDED WITHIN THE PAST YEAR - STATE, REGIONAL, AND NATIONAL: Tables 18, 19, and 20 reflect the attendance of our sample population at professional meetings on the state, regional, and national levels.

The specific organizationsreferred to in the questionnaire included: NRA, NRCA, APGA, ARCA, APA, NASW, and Other. It is readily apparent that the group is not a "meeting going group" at the regional and national levels. Approximately 90% do not attend national meetings. The Chi Square tests for the two groups on regional and national meeting attendance were not significant.

However, for professional meetings attended on the state level within the past year, the Chi Square test is significant at the .05 level of confidence and indicates that the Experimental group attended more meetings than did the Control group. For example, only 36% of the Experimental group did not attend any state meeting while 52% of the Control group failed to attend any meeting. Forty-three per cent of the Experimental group attended one meeting to 34% for the Control group, and 20% of the Experimental group went to two or more state level meetings, while only 13% of the Control group fell in this category.

Of the specific professional organizations mentioned above, the National Rehabilitation Association (NRA) was the one that garnered most of the attendance at the state level. Other organizations such as NRCA, APGA, and ARCA had only token attendance. On the regional and national levels overall attendance was so small that there was no obvious preference by the sample population.

Table 18: Comparison of Experimental and Control Counselors by Professional Meetings Attended - State

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| None | 72 | 36 | 67 | 52 |
| 1 Meeting | 86 | 43 | 44 | 34 |
| 2 or More Meetings | 41 | 21 | 17 | 13 |
| Total | 199 | 100 | 128 | 100 |

$X^2 = 8.67$ Sig. $< .05$

Table 19: Comparison of Experimental and Control Counselors by Professional Meetings Attended - Regional

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| None | 176 | 88 | 118 | 92 |
| 1 Meeting | 16 | 8 | 9 | 7 |
| 2 or More Meetings | 8 | 4 | 1 | 1 |
| Total | 200 | 100 | 128 | 100 |

$X^2 = 3.20$

Table 20: Comparison of Experimental and Control Counselors by Professional Meetings Attended - National

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| None | 185 | 93 | 122 | 95 |
| 1 Meeting | 8 | 4 | 4 | 3 |
| 2 or More Meetings | 7 | 3 | 2 | 2 |
| Total | 200 | 100 | 128 | 100 |

$X^2 = 1.30$

OFFICES HELD IN PROFESSIONAL ORGANIZATIONS - STATE, REGIONAL, NATIONAL: In addition to examining the number of professional meetings attended by the subjects we also gathered information on the number of offices held in professional organizations at the National, Regional, and State levels. Again, the specific organizations referred to in the

questionnaire were APA, APGA, ARCA, NRA, NRCA, NASW, and Other.

The data for national professional offices held is given in Table 21. It shows that three persons from the Experimental group held one national office and one person held two or more. There were no national professional office holders among the Control group, but since almost all of the sample is bunched in the None category, the Chi Square test does not reflect any differences in our two groups.

Table 21: Comparison of Experimental and Control Counselors by Professional Offices Held - National

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| None | 196 | 98 | 127 | 100 |
| 1 Office | 3 | 2 | 0 | 0 |
| 2 or More Offices | 1 | 1 | 0 | 0 |
| Total | 200 | 100 | 127 | 100 |

$X^2 = 2.57$

On a regional level, Table 22 shows that three counselors in the Experimental group held one regional professional office and one counselor held two or more. In the Control group there were two people in the One office category and none in the Two or More category. As with the data for the national offices held, the groups appear quite similar in that very few have held any regional professional office.

Table 22: Comparison of Experimental and Control Counselors by Professional Offices Held - Regional

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| None | 196 | 98 | 126 | 98 |
| 1 Office | 3 | 2 | 2 | 2 |
| 2 or More Offices | 1 | 1 | 0 | 0 |
| Total | 200 | 100 | 128 | 100 |

$X^2 = 0.64$

When we look at the data for professional offices held at the State level, (Table 23), there does appear to be some differences between the Experimental and Control groups. While the great majority of counselors in our sample have not held any professional office at the State level (approximately 90%), there are 21 (11%) of the Experimental group who have held one such office. From the Control group there were only 8 (6%) holding one state office, but there were 4 (3%) holding two or more state level professional offices. The Chi Square test reveals that our two groups differ in this respect, with more of the control group holding more than one office. Thus, it would seem that generally the counselors of the Experimental group were more active at the state level of professional organizations, but those of the Control group who were active tended to be very active and got elected or appointed to more than one office.

Table 23: Comparison of Experimental and Control Counselors by Professional Offices Held - State

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| None | 175 | 89 | 120 | 91 |
| 1 Office | 21 | 11 | 8 | 6 |
| 2 or More Offices | 0 | 0 | 4 | 3 |
| Total | 196 | 100 | 132 | 100 |

$X^2 = 7.89$ Sig. $< .05$

HOURS OF INSERVICE TRAINING PER MONTH: As a part of professional development it is necessary for a counselor to keep "current" on issues and practices in his field and to remove any areas of deficiency in his background. Efforts in these directions are probably reflected in the amount of inservice training the counselor engages in each month, so an examination of such activities should shed some light on the professionalization of the counselor.

In Table 24 the number of hours of monthly inservice training, reported by counselors for the preceding year, are broken down into the following categories: 0 hours, 1-2 hours, 3-8 hours, 9-25 hours, and 26 hours or more. It can readily be seen that about 10% of the sample population in both the Experimental and Control groups engaged in no inservice training, and approximately the same percentage (E = 14%, C = 9%) engages in 26 or more hours per month. The bulk of the sample, 69% of each group, falls into the 3-8 or 9-25 hour categories, suggesting that inservice training activities do play a role in the typical counselor's life but it is questionable

whether it is a sufficient amount to adequately promote professionalization. The Chi Square value was non-significant, failing to reflect any difference between the Experimental and Control groups.

Table 24: Comparison of Experimental and Control Counselors by Reported Hours of Inservice Training Per Month

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| 0 Hours | 19 | 10 | 14 | 11 |
| 1-2 Hours | 13 | 7 | 13 | 11 |
| 3-8 Hours | 78 | 41 | 37 | 30 |
| 9-25 Hours | 53 | 28 | 47 | 39 |
| 26 or More Hours | 26 | 14 | 11 | 9 |
| Total | 189 | 100 | 122 | 100 |

$X^2 = 7.74$

## Section E. Counselor Attitudes Toward the Job and Agency Activities

VALUE OF INSERVICE TRAINING IN PERFORMING THE JOB: The previous data showed that the sample population did spend some time in inservice training activities, but gave no indication of the value placed on such activities by the individual counselor. The present data reflect the perceived usefulness of inservice training to the individual in the daily routine of job activities.

Table 25: Comparison of Experimental and Control Counselors by Current Inservice Training Help in Performing Job

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Rarely | 13 | 7 | 5 | 4 |
| Sometimes | 47 | 25 | 35 | 28 |
| Frequently | 42 | 22 | 37 | 29 |
| Generally | 52 | 28 | 32 | 25 |
| Almost Always | 35 | 19 | 17 | 13 |
| Total | 189 | 100 | 126 | 100 |

$X^2 = 4.19$

The categories utilized in Table 25 include Rarely, Sometimes, Frequently, Generally, and Almost Always. In the first two categories we find 32% of both the Experimental and Control groups. It is probably safe to say that this part of the sample has a somewhat negative perception of inservice training. The majority of counselors are found in the Frequently and Generally categories (approximately 50% of each group) and a fairly small number (E = 19%; C = 13%) are in the Almost Always category. Apparently most of the sample population see inservice training as generally helpful, some see it as very helpful and a significant number feel that it has little value in the performance of the job. Perhaps the inference can be drawn that inservice training should be continued, but improved, so that more counselors do find it helpful. Again, the Experimental and Control groups do not appear to differ on the basis of the non-significant Chi Square.

VALUE OF SUPERVISOR'S HELP IN PERFORMING THE JOB: Closely related to the counselor's perception of the usefulness of inservice training is his perception of the usefulness of supervision within the agency setting. Counselors were asked to rate on a five-point scale from Rarely to Almost Always how helpful their supervisor had been in assisting them with on-the-job problems.

Table 26: Comparison of Experimental and Control Counselors by Supervisor's Help for On-the-Job Problems

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Rarely | 20 | 10 | 7 | 6 |
| Sometimes | 48 | 24 | 28 | 22 |
| Frequently | 57 | 29 | 37 | 29 |
| Generally | 26 | 13 | 21 | 16 |
| Almost Always | 46 | 23 | 34 | 27 |
| Total | 197 | 100 | 127 | 100 |

$X^2 = 3.13$

The findings are reported in Table 26 where the Experimental and Control groups do not appear to differ since the Chi Square is not significant. The results are similar to the previous analysis on the value of inservice training. Almost 25% of the sample felt that supervisors were helpful only Rarely or Sometimes. More than 40% responded in the Frequently or Generally categories and about 25% answered Almost Always. In general it seems that

a slightly larger number of counselors rated their supervisors as Almost Always helpful than rated inservice training in the same category. Supervisors appear to be helpful to most counselors, but, again, a significant number seem to feel that the help received was minimal.

PERCEIVED IMPORTANCE OF SEVERAL CRITERIA FOR PROMOTION: The sample population was asked to rank five variables on the basis of which ones were more important in getting promoted. The variables were: Engaging in Further Training, Having an M.A. degree in Rehabilitation Counseling, Being in the Right Place at the Right Time, Number of 26 Closures, and Conforming and Playing Politics. A rank of 1 indicated most important for promotion; a rank of 5 indicated least important.

Table 27: Comparison of Experimental and Control Counselors by Perceived Importance of Several Criteria for Promotion

| | Experimental | | | Control | | |
|---|---|---|---|---|---|---|
| | Mean | S.D. | Rank | Mean | S.D. | Rank |
| Engaging in Further Training | 2.39 | 1.28 | 1 | 2.36 | 1.19 | 1 |
| Having M.A. in Rehabilitation Counseling | 2.59 | 1.45 | 2 | 2.40 | 1.31 | 2 |
| Being in Right Place at Right Time | 3.02 | 1.33 | 3 | 3.08 | 1.32 | 3 |
| 26 Closures | 3.16 | 1.30 | 4 | 3.17 | 1.27 | 4 |
| Conforming & Playing Politics | 3.72 | 1.33 | 5 | 3.92 | 1.37 | 5 |
| | Rho = 1.00 | | | | | |

Table 27 shows the results of the rankings by the Experimental and Control groups, and it is apparent that both groups have ranked the variables in the same order. Engaging in Further Training was ranked first and Having a M.A. in Rehabilitation was a close second. Taken together it suggests that counselors feel that more education, presumably leading to a Master's degree, is the best way to get promoted. Being in the Right Place at the Right Time is ranked third, followed rather closely by 26 Closures, and Conforming and Playing Politics is considered least important for getting ahead.

A simple Rho correlation was run and, obviously, yielded a perfect correlation of 1.00. In addition the Mean rankings for each variable by the two groups are very similar, indicating that they not only rank them in the same order but attach similar weight to each of the five variables as reflected by the small differences in the Mean Ratings and Standard Deviations for the Experimental and Control groups.

BREAKDOWN OF COUNSELORS' TIME SPENT IN SEVERAL TYPES OF AGENCY ACTIVITIES: To assess the expenditures of counselors' time in various types of day-to-day activities the sample population was asked to rank four activities on the basis of the amount of time per week devoted to each. The activities were: (1) Face-to-face contacts with Clients; (2) Locating Jobs, Developing Referral Sources and Related Community Work; (3) Contacting Other Professionals; (4) Case Recording and Administrative Meetings. Each counselor was asked to assign a rank of 1 to the activity that took the greatest amount of time per week and a 4 to the activity to which he devoted the least amount of time per week.

Table 28: Comparison of Experimental and Control Counselors by Ranking of Time Spent in Counselor Activities

| | Experimental | | | Control | | |
|---|---|---|---|---|---|---|
| | Mean | S.D. | Rank | Mean | S.D. | Rank |
| Face-to-Face Contact | 1.91 | 0.88 | 1 | 1.78 | 0.93 | 1 |
| Recording & Administrative Meetings | 1.99 | 1.10 | 2 | 2.12 | 1.10 | 2 |
| Contacting Other Professionals | 2.86 | 0.87 | 3 | 2.90 | 0.87 | 3 |
| Locating Jobs, Developing Referral Sources, & Related Activities | 3.25 | 0.99 | 4 | 3.22 | 0.93 | 4 |
| | Rho = 1.00 | | | | | |

In Table 28 it can be seen that the rankings are identical for both the Experimental and Control groups and yielded a Rho of 1.00. Face-to-face Contact with Clients is

ranked first, followed by Case Recording and Administrative Meetings, Contacting Other Professionals, and Locating Jobs, Developing Referral Sources, and Related Community Work. In addition to the identical rankings by the Experimental and Control groups, the closely similar Mean Rankings and Standard Deviations for the two groups reflect a rather homogeneous perception among the sample population as to how they spend their time. One might interpret the data to mean that "in office" activities (Face-to-face Contacts; Records and Administrative Meetings) take up a larger portion of the counselor's time than do "out of office" activities (Contacting Other Professionals; Locating Jobs, etc.). Caution needs to be attached to such an interpretation, however, since it seems reasonable that the "out of office" activities are largely handled by phone anyway. But, still, if one considers the focus of the activity, it is probably true that counselors spend much more time on "in office" activities.

## Section F: Counselor Scores on Standardized Instruments

Three standardized tests were also administered to the sample of counselors. They were the Wonderlic Intelligence Test, Minnesota Importance Questionnaire (MIQ), and the Adjective Check List (ACL).

Table 29 shows the results of the Wonderlic broken down into percentile ranges of 0-19, 20-39, 40-59, 60-79, and 80-100. While the Experimental and Control groups are quite similar in the percentile ranges between 20 and 80, they tend to differ at the extremes. In the 0-19 percentile range there is only 10% of the Experimental group, while 24% of the Control group fall into this category. At the other end of the distribution, in the 80-100 percentile range, the two groups reverse themselves and we find 22% of the Experimental group in this range and only 13% of the Control group. This difference resulted in a Chi Square value of 11.86 which is significant at the .05 level for 4 degrees of freedom. This result suggests that the counselors in the Experimental group were slightly brighter than the counselors in the Control group. Implications of this finding for the overall study are unclear, but will be discussed at the appropriate place in a later monograph.

Table 29: Comparison of Experimental and Control Counselors by Percentiles of Wonderlic Scores (B.A. Norms)

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| 0-19 %-ile | 19 | 10 | 28 | 24 |
| 20-39 %-ile | 42 | 22 | 27 | 23 |
| 40-59 %-ile | 34 | 18 | 18 | 15 |
| 60-79 %-ile | 52 | 28 | 30 | 25 |
| 80-100 %-ile | 41 | 22 | 16 | 13 |
| Total | 188 | 100 | 119 | 100 |

$X^2 = 11.86$ Sig. $< .05$

The Adjective Check List results are shown in Table 30. This instrument consists of a list of 300 adjectives that yield 23 scales indicative of personality characteristics, such as Defensiveness, Achievement, Aggression, and Deference. Scores on these scales are translated into Standard Scores with a Mean of 50. In Table 30 the Mean and Standard Deviations for the Experimental and Control groups are given, showing that our sample of counselors scored highest on Defensiveness, Achievement, Dominance, Endurance, and Intraception. Lowest scores were on Succorance and Abasement. These scores suggest that the counselors, in general, were individuals of strong conviction who would assume the initiative in carrying out responsibilities and stay with the task until it was successfully completed. In addition they attempted to understand both their own behavior and that of clients. Their low scores indicate that they tend to be self-confident, not needing support from others, nor being especially critical of their own behavior.

It can be seen from the table that Mean scores for the two groups are very similar. A Type I analysis of variance (Lindquist, 1953) was run and did not reveal any significant difference between the Experimental and Control groups.

MIQ scores for the Experimental and Control groups are given in Table 31. The Means and Standard Deviations are shown for the two groups on each of the 20 scales. The scores are standard scores (z scores) which theoretically can range from -4 to +4, though a typical profile will tend to cluster on the positive side of the scale.

Table 30: Comparison of Experimental and Control Counselors by ACL Standard Scores

| ACL Scale | Experimental (N=198) Mean | S.D. | Control (N=129) Mean | S.D. |
|---|---|---|---|---|
| 1. Total Adjectives Checked | 46.71 | 11.79 | 48.63 | 9.76 |
| 2. Defensivenss | 54.08 | 9.88 | 55.89 | 7.66 |
| 3. Favorable Adjectives Checked | 53.06 | 10.18 | 53.34 | 7.54 |
| 4. Unfavorable Adjectives Checked | 46.87 | 6.59 | 46.52 | 6.18 |
| 5. Self-Confidence | 52.69 | 8.43 | 52.60 | 10.22 |
| 6. Self-Control | 51.16 | 10.47 | 52.04 | 9.33 |
| 7. Lability | 50.30 | 8.03 | 49.28 | 9.22 |
| 8. Personal Adjustment | 51.23 | 10.11 | 51.50 | 8.04 |
| 9. Achievement | 56.19 | 11.53 | 56.54 | 8.53 |
| 10. Dominance | 55.13 | 11.84 | 55.78 | 8.67 |
| 11. Endurance | 55.05 | 11.16 | 56.40 | 8.23 |
| 12. Order | 52.40 | 10.84 | 53.57 | 9.08 |
| 13. Intraception | 55.41 | 11.32 | 56.81 | 8.84 |
| 14. Nurturance | 50.60 | 11.68 | 51.69 | 8.44 |
| 15. Affiliation | 52.15 | 10.50 | 52.97 | 8.59 |
| 16. Heterosexuality | 50.87 | 10.54 | 49.43 | 9.84 |
| 17. Exhibition | 50.49 | 11.03 | 51.20 | 10.09 |
| 18. Autonomy | 49.44 | 11.91 | 50.31 | 10.03 |
| 19. Aggression | 49.21 | 8.13 | 48.53 | 9.23 |
| 20. Change | 48.24 | 10.55 | 48.77 | 9.98 |
| 21. Succorance | 45.48 | 9.52 | 44.39 | 7.71 |
| 22. Abasement | 46.44 | 9.64 | 46.13 | 8.32 |
| 23. Deference | 49.08 | 12.23 | 49.32 | 10.05 |

Note: Profile similarity across ACL scales of Experimental and Control counselors was accepted after demonstrating through a Type I analysis of variance (Lindquist, 1953) no significant differences between groups.

Table 31: Comparison of Experimental and Control Counselors by MIQ Standard Scores

| MIQ Scale | Experimental (N=189) Mean | S.D. | Control (N=125) Mean | S.D. |
|---|---|---|---|---|
| 1. Ability Utilization | 1.71 | .61 | 1.75 | .60 |
| 2. Achievement | 1.78 | .59 | 1.78 | .60 |
| 3. Activity | .06 | .82 | .19 | .79 |
| 4. Advancement | 1.25 | .65 | 1.37 | .72 |
| 5. Authority | -.09 | .84 | -.05 | .84 |
| 6. Company Policies and Practices | 1.03 | .64 | .96 | .69 |
| 7. Compensation | .87 | .79 | .79 | .79 |
| 8. Co-Workers | .64 | .65 | .60 | .69 |
| 9. Creativity | 1.28 | .72 | 1.36 | .65 |
| 10. Independence | -.14 | .89 | -.16 | .83 |
| 11. Moral Values | 1.24 | 1.17 | 1.20 | 1.27 |
| 12. Recognition | .93 | .74 | .94 | .68 |
| 13. Responsibility | 1.23 | .64 | 1.33 | .60 |
| 14. Security | .58 | .80 | .66 | .87 |
| 15. Social Service | 1.52 | .78 | 1.47 | .85 |
| 16. Social Status | -.18 | .90 | -.17 | .90 |
| 17. Supervision, Human Relations | .92 | .67 | .85 | .59 |
| 18. Supervision, Technical | .69 | .62 | .69 | .63 |
| 19. Variety | .41 | .81 | .47 | .80 |
| 20. Working Conditions | .73 | .70 | .70 | .68 |

Note: Profile similarity across MIQ scales of Experimental and Control counselors was accepted after demonstrating through a Type I analysis of variance (Lindquist, 1953) no significant differences between groups.

Scores of -1 or below indicate that a particular scale is of very low importance to the individual, scores clustering around 0 represent a low interest in that scale, scores reaching +1 show a moderate interest on a given scale and scores of 1.5 or more reflect a high interest, or show that the vocational need reflected by that scale is very important to the individual.

Inspection of the Mean scores of our two groups of counselors reveals that the vocational needs most important to our sample included Ability Utilization (I could do something that made use of my abilities), Achievement (the job could give me a feeling of accomplishment) and Social Service (I could do things for other people). Of moderate importance were Advancement (the job would provide an opportunity for advancement), Creativity (I could try out some of my own ideas), Moral Values (I could do the work without feeling that it is morally wrong) and Responsibility (I could make decisions on my own). There were three vocational needs scales that yielded negative scores, indicating that they were of low importance to the counselors. The three were Authority (I could tell people what to do), Independence (I could work alone), and Social Status (I could be "somebody" in this community). In summary, then, our sample of counselors seems to value helping others, using one's abilities, and deriving a feeling of accomplishment, and to place little importance on being boss, working independently, or attaining social status within the community.

In examining the scores in Table 31, the close similarity of the scores for the Experimental and Control groups is rather striking, so it is not surprising that a Type I analysis of variance (Lindquist, 1953) failed to yield a significant F value. Indeed, our two groups appear to be very similar on both the Minnesota Importance Questionnaire and the Adjective Check List.

## CHAPTER III. SUPERVISORS' CHARACTERISTICS

### Summary

The tables and comments that make up the bulk of Chapter III present information on the supervisors in the study that is very similar to the information about counselors that was presented in Chapter II. Generally it includes personal data, educational background, experience, professional activities and some attitudes toward agency activities and policies. However, as with the data on counselors, an attempt has been made to summarize the information and present a fairly succinct picture of the "typical" supervisor in the study.

Personal characteristics of the sample of supervisors indicate that the typical supervisor is in the 41 to 65 year age range, and, if we use the midpoint as representative, we would say that the average supervisor is in his early 50's. Further, he is a male, since only about 10% of the sample was comprised of women, and he is married, with only a small number (10%) reporting being single, and a smaller number (less than 5%) reporting that they were separated, divorced, or widowed.

Educationally, our typical supervisor has completed college and has engaged in some post-graduate study, though he has probably not yet completed his master's degree. While in undergraduate school he was most likely a Sociology or Psychology major and was an average student with an overall grade-point average of 2.6 to 3.0 on a 4-point scale. At some point following the completion of his baccalaurete program our average supervisor went back to school to work on a graduate degree. His major area of concentration was either Rehabilitation Counseling or Counseling and Guidance, though a significant number majored in Psychology and an equally significant number (approximately 15%) did not engage in any graduate study. In the year previous to the year of the study most supervisors engaged in some sort of additional training that was probably of the workshop variety, but could have included a college course or an agency sponsored program.

As expected, our sample of supervisors reflected a greater amount of experience than did the counselors. In the area of general counseling or personnel experience, a typical supervisor probably had about ten years experience with about 37% of the sample reporting 11 years or more. When experience was restricted to rehabilitation counseling, the average amount of time spent as a counselor was between three and six years, an average that remained constant when experience was further restricted to rehabilitation counseling in a state agency setting. Finally, the respondents were asked about their supervisory experience and the typical response was one to two years, with a considerable number having less than a year's experience and few having more than two years experience. The picture, then, of the typical supervisor's experience reflects a good deal of general experience, with about five years work as a rehabilitation counselor in a state agency, leading to a supervisory assignment of rather short duration. In other words, our sample of supervisors did not have a great deal of experience as supervisors.

Questions dealing with work setting showed that the average supervisor had responsibility for 1-10 counselors and worked in a field office rather than a special facility. He probably had no more than one scheduled monthly meeting with his counselors on an individual basis, and group meetings were held on a once-a-week basis, or slightly less often. The population of the area served by the typical supervisor was either less than 250,000 or from 250,000 to 500,000 with relatively few individuals, presumably in the larger metropolitan districts responsible for areas of greater population. A somewhat interesting finding was that practically all of the supervisors in the sample regarded themselves as "supervisors" rather than "pure administrators," meaning that they felt responsibility for overseeing individual counselors and helping them develop as well as for the general direction of the office, but, as mentioned earlier, relatively little time was scheduled for such activities.

In the area of professionalization, the typical supervisor did attend one or more meetings of a professional organization at the state level and no meetings at a regional or national level. Without exception the single meeting goers at the state level attended NRA, and those who went to more than one meeting probably also included NRCA, APGA, or ARCA. The supervisors were generally not office holders in professional organizations. Slightly greater participation occurred at the state level than at a regional or national level but the activity level was low. However, these data should be interpreted cautiously because the number of professional organization offices available is not known, and the individual supervisor's perception of what constituted such an office could noticeably affect the data. The reading habits of the sample of supervisors did not reflect a highly professional attitude with about one-third doing no reading of professional journals, another one-third reading only the Journal of Rehabilitation, and the remaining one-third reading two or more journals with the Journal of Rehabilitation probably being one of the two. Most supervisors did indicate that they maintained a professional office library for use by their counselors, but there is no data on the number of holdings or frequency of use And finally, the sample population felt that there was ample inservice training available to counselors through college or university courses, workshops or institutes, correspondence courses, and other types of training. A later part of this Monograph will provide data on the utilization of such resources by the counselors. In summary, the evidence does not reflect a highly professional attitude on the part of the supervisors, though it might be said that they are leaning in that direction.

An attempt was made to elicit some attitudes of our "typical" supervisor toward activities and policies within the agency. He felt that inservice training experiences for himself (the supervisor) were either not available or of limited utility, but in turn he felt that his supervisory consultation with counselors was frequently or generally helpful to the counselors. On factors important to promotion within the agency there was a considerable variety of opinion with the Experimental and Control groups appearing rather different. The Control group supervisors felt that further training and formal education were most significant to getting ahead while the Experimental group supervisors seemed to feel that closures and chance factors were more important, and both groups felt that conformity and political behavior were least important in getting promoted. Thus, there is not a clear picture of our sample population's attitude on this particular discussion, but they are quite homogeneous in stating that they feel satisfied with their jobs most of the time or a good deal of the time.

As with the data on the sample of counselors, the supervisors in the Experimental and Control groups were compared on each characteristic by the use of a Chi Square test or another statistical procedure. Only two of the Chi Square tests reached significance at the 5% level of confidence. One was on the breakdown by sex of the Experimental and Control groups, where a significantly greater number of women appeared in the Experimental group. The other concerned the work setting of the supervisors, with the test showing a significantly larger proportion of the Control group supervisors working in a special facility as compared with a field office setting. One additional difference between the Experimental and Control groups had to do with their ranking of several criteria bearing on promotion. A Rho correlation of only .10 was found when the groups ranked such items as further training, closures, conforming, and chance factors. The Control group ranked training and education highest while the Experimental group chose closures and chance factors.

With the exception of these three characteristics our two groups of supervisors appeared very similar at the outset of the study, and in view of the low number of women in the sample and the few supervisors who worked in special facility settings, it seems unlikely that these differences would seriously affect the outcome of the data.

## Section A. Supervisors' Personal Characteristics

AGE: Supervisors were categorized according to three age groupings; 21-30, 31-40, and 41-65. Table 32 shows that 25% of the Experimental group and 12% of the Control group were in the 21-30 age bracket. Thirty-one per cent of the Experimental group and 39% of the Control group were in the age range 31-40, and the remainder, 44% of the Experimental group and 49% of the Control group were in the 41-65 category. Obviously, a larger number of supervisors from both groups fall in the 41-65 bracket than any other, a finding that is hardly surprising since it typically takes several years for a person to work up to a supervisory position. The Chi Square test is non-significant, failing to reflect any difference between the Experimental and Control groups on the dimension of age.

Table 32: Comparison of Experimental and Control Supervisors by Age

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| 21-30 Years | 9 | 25 | 4 | 12 |
| 31-40 Years | 11 | 31 | 13 | 39 |
| 41-65 Years | 16 | 44 | 16 | 49 |
| Total | 36 | 100 | 33 | 100 |

$X^2 = 1.96$

SEX: Table 33 shows there are 29 male and 7 female supervisors in the Experimental group, while the Control group has 32 males and 1 female. Taken collectively there are 61 male supervisors to 8 female supervisors in the total sample population, a ratio that does not seem surprising in view of the distribution of male to female counselors. Since 7 of the 8 women are in the Experimental group, one would suspect that the supervisory groups were significantly different in their composition and the Chi Square value, significant at the .05 level of confidence, indicates that the suspicion is true and there is a significantly greater proportion of women in the Experimental group.

Table 33: Comparison of Experimental and Control Supervisors By Sex

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Male | 29 | 81 | 32 | 97 |
| Female | 7 | 19 | 1 | 3 |
| Total | 36 | 100 | 33 | 100 |

$X^2 = 4.53$ Sig. $< .05$

MARITAL STATUS: The same categories were used with supervisors as with counselors--Single, Married, Separated or Divorced, and Widowed. Only four persons from the total sample were in the Separated or Divorced, or Widowed categories, and only 7 supervisors were single, leaving 58, or approximately 85% of all supervisors, who were married. The Experimental and Control groups do not appear to differ on the basis of the Chi Square test.

Table 34: Comparison of Experimental and Control Supervisors by Marital Status

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Single | 5 | 14 | 2 | 6 |
| Married | 29 | 81 | 29 | 88 |
| Separated or Divorced | 1 | 3 | 1 | 3 |
| Widowed | 1 | 3 | 1 | 3 |
| Total | 36 | 100 | 33 | 100 |

$X^2 = 1.16$

## Section B. Supervisors' Educational Background

EDUCATIONAL LEVEL: The educational attainment of the sample population of supervisors is shown in Table 35. The same categories are used as were used with the sample of counselors. It is obvious that the extreme categories are not represented. There are no supervisors who fall into the Completed High School, Some College, or Doctorate groups; all are placed somewhere between Bachelor's Degree and Master's Degree Plus. The category with the largest number of supervisors in the Some Post-Graduate category with the Master's Degree group in second place.

The data seem to reflect a situation similar to the counselor population. Many of the supervisors have undertaken graduate study, but less than a third of them have completed a Master's Degree, which is probably a result of the relatively recent growth of rehabilitation counseling as a professional specialty and the recency of training programs in the area. On the basis of the Chi Square test there appears to be no difference between the Experimental and Control groups in regard to educational level.

Table 35: Comparison of Experimental and Control Supervisors by Educational Background

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Completed High School | 0 | 0 | 0 | 0 |
| Some College | 0 | 0 | 0 | 0 |
| Completed College | 2 | 6 | 7 | 21 |
| Some Post Graduate | 16 | 44 | 12 | 36 |
| Master's Degree | 10 | 28 | 8 | 24 |
| Master's Degree Plus | 7 | 19 | 5 | 15 |
| Doctorate | 0 | 0 | 0 | 0 |
| Other Post Master's | 1 | 3 | 1 | 3 |
| Total | 36 | 100 | 33 | 100 |

$X^2 = 3.77$

UNDERGRADUATE MAJOR: Most of the supervisors in the sample had undergraduate majors in Psychology, Sociology, Business or Education. As Table 36 shows, Sociology has the largest number with 19, Psychology was next with 14, then came Business with 11, and Education with 5. In three of the categories the number of supervisors from the Experimental and Control groups varied by only one, but in the Psychology major there were 11 Experimental supervisors to 3 Control supervisors. In the Other category which included such areas as Economics, Industrial Arts, and History the number of Experimental and Control supervisors was about equally distributed and the Chi Square overall did not reflect any difference between the two groups.

Table 36: Comparison of Experimental and Control Supervisors by Undergraduate Major $X^2 = 4.75$

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Psychology | 11 | 31 | 3 | 9 |
| Sociology | 9 | 25 | 10 | 31 |
| Business | 5 | 14 | 6 | 19 |
| Other | 9 | 25 | 10 | 31 |
| Education | 2 | 6 | 3 | 9 |
| Total | 36 | 100 | 32 | 100 |

UNDERGRADUATE G.P.A.: The undergraduate grade-point average (G.P.A.) of the sample of supervisors is given in Table 37. Most (31) are in the 2.6 - 3.0 category, 18 are in 1.0 - 2.5, and 11 fall into 3.1 - 3.5. Chi Square fails to reflect any difference between the Experimental and Control groups and the distribution indicates that the supervisors were an average to slightly above average group of undergraduate performers.

Table 37: Comparison of Experimental and Control Supervisors by Undergraduate G.P.A.

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| 1.0 - 2.5 | 9 | 30 | 9 | 30 |
| 2.6 - 3.0 | 14 | 47 | 17 | 57 |
| 3.1 - 3.5 | 7 | 23 | 4 | 13 |
| 3.6 - 4.0 | 0 | 0 | 0 | 0 |
| Total | 30 | 100 | 30 | 100 |

$X^2 = 1.11$

GRADUATE MAJOR: The areas in which supervisors took their graduate training are given in Table 38. The greatest single category of graduate study is Rehabilitation Counseling, which includes 28% of the total sample of supervisors. Closely behind is Guidance and Counseling with 26% of the sample and then follows Other, Psychology, and Sociology, in that order. Relatively few supervisors (9) majored in Psychology and only one in Sociology. The Other category included such disciplines as History, Law, Public Relations, and Pastoral Counseling.

Table 38: Comparison of Experimental and Control Supervisors by Graduate Major

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| No Graduate Study | 2 | 6 | 7 | 23 |
| Rehab. Counseling | 13 | 37 | 6 | 19 |
| Psychology | 6 | 17 | 3 | 10 |
| Guidance & Counsel. | 7 | 20 | 10 | 32 |
| Other | 6 | 17 | 5 | 16 |
| Sociology | 1 | 3 | 0 | 0 |
| Total | 35 | 100 | 31 | 100 |

$X^2 = 7.76$

There were also nine supervisors who did not engage in any graduate study.

While one might expect a larger number of rehabilitation supervisors to have specifically majored in rehabilitation counseling at the graduate level, it may be that the differences between a rehabilitation counseling major and a guidance and counseling major is more apparent than real. In many colleges and universities, rehabilitation programs are located within a department of guidance and counseling, or counselor education, where a general rather than a specific degree is awarded. Therefore many of the supervisors in the Guidance and Counseling category might just as easily have been classified in Rehabilitation Counseling. Chi Square for the Experimental and Control groups is not significant.

TRAINING DURING THE PREVIOUS YEAR: Table 39 shows the types of training that supervisors have engaged in during the year prior to the study. Nine took some College or University Work, 24 were involved in Workshops, 7 in Other training, such as professional meetings or agency sponsored instructions, and the remainder either engaging in more than one type of training or no training at all. Since there were only 12 of 9 supervisors who took no training during the year, the sample population would appear to be a rather active group interested in professional improvement or advancement, consonant with the general stage of development of rehabilitation counseling. Again the Experimental and Control groups do not appear to differ in their composition.

Table 39: Comparison of Experimental and Control Supervisors by Training During Previous Year

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| College or University Only | 6 | 17 | 3 | 9 |
| Workshop Only | 11 | 31 | 13 | 39 |
| Other Only | 2 | 6 | 5 | 15 |
| Two of the Above | 8 | 22 | 7 | 21 |
| Three of the Above | 2 | 6 | 0 | 0 |
| None | 7 | 19 | 5 | 15 |
| Total | 36 | 100 | 33 | 100 |

$X^2 = 4.73$

## Section C. Experience

YEARS OF GENERAL COUNSELING OR PERSONNEL EXPERIENCE: This question was aimed at discovering whether the sample of supervisors might have had any general counseling experience, related to their present position, that was not acquired in rehabilitation settings. Using the same categories of experience as with counselors, Table 40 reveals a shift to greater amounts of experience on the part of supervisors, a not unexpected finding. The two categories with the most respondents are the 3-6 and 11 or More Year categories. Between them they have 75% of the Experimental group and 69% of the Control group with most of the remainder falling into the 7-10 Year category. Only token representation is in the 1-2 Year category and none of the supervisors had less than one year of relevant general experience. The Experimental and Control groups do not reflect any difference in their composition when tested by Chi Square.

Table 40: Comparison of Experimental and Control Supervisors by General Counseling or Personnel Experience

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Less Than 1 Year | 0 | 0 | 0 | 0 |
| 1 - 2 Years | 3 | 8 | 4 | 12 |
| 3 - 6 Years | 16 | 44 | 9 | 27 |
| 7 - 10 Years | 6 | 17 | 6 | 18 |
| 11 or More Years | 11 | 31 | 14 | 42 |
| Total | 36 | 100 | 33 | 100 |

$X^2 = 2.33$

YEARS' EXPERIENCE AS A REHABILITATION COUNSELOR: Table 41 shows total experience as a rehabilitation counselor that might have been garnered prior to becoming a supervisor, since experience in private or special settings would not be reflected in the question about state agency experience. The classification categories remain the same and the data show a similar bunching in the 1-2 and 3-6 Year categories. Actually the only

difference in the column totals for the categories is that three supervisors moved from the 3-6 Year category to the 7-10 Year category. Thus the data are very similar to the data on experience within a state agency and suggest that the counseling experience of our sample, prior to becoming supervisors, was obtained almost exclusively in state agency settings.

Table 41: Comparison of Experimental and Control Supervisors by Experience as a Rehabilitation Counselor

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Less Than 1 Year | 0 | 0 | 2 | 6 |
| 1 - 2 Years | 13 | 36 | 11 | 33 |
| 3 - 6 Years | 16 | 44 | 9 | 27 |
| 7 - 10 Years | 5 | 14 | 3 | 9 |
| 11 or More Years | 2 | 6 | 8 | 24 |
| Total | 36 | 100 | 33 | 100 |

$X^2 = 8.11$

YEARS' EXPERIENCE AS A REHABILITATION COUNSELOR IN A STATE AGENCY SETTING: The amount of time that supervisors spent as counselors in state agencies prior to becoming supervisors is given in Table 42. It can be seen that the bulk of the sample (86% Experimental, 63% Control) falls in the 1-2 and 3-6 Years categories. Only two supervisors had less than one year's experience in a state agency setting. In the 7-10 and 11 or More categories there are 13% of the Experimental group and 30% of the Control group, indicating that some supervisors do have a good deal of state agency experience before being promoted, but the majority appear to get into supervisory slots after about five years' experience. Chi Square approaches but does not reach significance at the .05 level of confidence.

Table 42: Comparison of Experimental and Control Supervisors by Experience as a State-Agency Rehabilitation Counselor

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Less Than 1 Year | 0 | 0 | 2 | 6 |
| 1 - 2 Years | 12 | 33 | 12 | 36 |
| 3 - 6 Years | 19 | 53 | 9 | 27 |
| 7 - 10 Years | 3 | 8 | 2 | 6 |
| 11 or More | 2 | 6 | 8 | 24 |
| Total | 36 | 100 | 33 | 100 |

$X^2 = 9.26$

YEARS' EXPERIENCE AS SUPERVISOR: Table 43 indicates the length of time that the sample of supervisors has been in a supervisory position. Responses were categorized as Less than 1 Year, 1-2 Years, 3-6 Years, 7-10 Years, and 11 or More Years. The heaviest loading is in the Less than 1 Year, and 1-2 Year categories, where approximately 75% of the total sample lie. There are just four Experimental group supervisors in the 3-6 Year category and above that there is only token representation. Consistent with other data reported, the data on supervisory experience reflect the newness of the rehabilitation counseling enterprise and its expansion which necessitates the recruitment of personnel at all levels. The two groups do not appear to differ significantly on this variable.

Table 43: Comparison of Experimental and Control Supervisors by Experience as a Supervisor

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Less Than 1 Year | 14 | 39 | 9 | 28 |
| 1 - 2 Years | 16 | 44 | 12 | 38 |
| 3 - 6 Years | 4 | 11 | 6 | 19 |
| 7 - 10 Years | 0 | 0 | 2 | 6 |
| 11 or More | 2 | 6 | 3 | 9 |
| Total | 36 | 100 | 32 | 100 |

$X^2 = 4.04$

## Section D. Work Setting

NUMBER OF COUNSELORS SUPERVISED: To assess the amount of responsibility the supervisors had, they were asked to report the number of counselors they supervised. The categories in Table 44 are 0-10, 11-20, and 21-60. It is apparent that most supervisors (44) have from 0 to 10 counselors under their direction. Sixteen supervise 11-20 counselors, and only a few (8) deal with 21 or more. Presumably the latter group would be found chiefly in the larger, urban offices, or have a large number of

de-centralized field counselors under their jurisdiction. Both the Experimental and Control groups are very similar in their distribution of supervisors in each of the three categories and the resulting Chi Square is non-significant.

Table 44: Comparison of Experimental and Control Supervisors by Number of Counselors Supervised

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| 0 - 10 | 23 | 66 | 21 | 64 |
| 11 - 20 | 9 | 26 | 7 | 21 |
| 21 - 60 | 3 | 9 | 5 | 15 |
| Total | 35 | 100 | 33 | 100 |

$X^2 = 0.78$

NUMBER OF SCHEDULED MONTHLY INTERVIEWS WITH COUNSELORS: Supervisors were asked to report the number of scheduled monthly interviews with their counselors and this data is reported in Table 45. The majority of supervisors (38) have only 0-5 contacts with their counselors, while 10 have 6-10 scheduled contacts, and 9 have 11-50 monthly interviews.

Table 45: Comparison of Experimental and Control Supervisors by Monthly Scheduled Interviews with Counselors

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| 0 - 5 | 22 | 79 | 16 | 55 |
| 6 - 10 | 3 | 11 | 7 | 24 |
| 11 - 50 | 3 | 11 | 6 | 21 |
| Total | 28 | 100 | 29 | 100 |

$X^2 = 3.53$

From the data presented earlier in Table 44 it was shown that most supervisors were in charge of 0-10 counselors. If we use 5 as an average number of counselors supervised then these data suggest that scheduled "get-togethers" with counselors, presumably for instruction or review of case-handling, do not occur very frequently, not more than once a month. Apparently contacts for such purposes are handled very informally or there is not a great deal of the supervisor's time that goes into such personal contacts with his counselors. Again, Experimental and Control supervisors do not appear to differ on the basis of the Chi Square value.

NUMBER OF SCHEDULED MONTHLY GROUP MEETINGS: Data on the number of scheduled monthly group meetings were also collected and are given in Table 46. The categories are 0-2, 3-4, 5-6, and 7 or More. The majority of supervisors fall into the 3-4 meetings group, with the 0-2 meeting category having the next highest number, and the remaining two categories having relatively few individuals. The Experimental and Control groups do not appear to differ on this characteristic, and it might be safe to guess that the majority of supervisors hold a scheduled meeting with their counselors on a once-a-week basis. Those that do not are much more likely to meet less often rather than more frequently.

Table 46: Comparison of Experimental and Control Supervisors by Monthly Scheduled Group Meetings with Counselors

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| 0 - 2 | 9 | 26 | 7 | 22 |
| 3 - 4 | 20 | 59 | 15 | 47 |
| 5 - 6 | 3 | 9 | 5 | 16 |
| 7 or More | 2 | 6 | 5 | 16 |
| Total | 34 | 100 | 32 | 100 |

$X^2 = 2.69$

POPULATION OF THE AREA SERVED: Supervisors were requested to give the population of the area served by their offices. The data in Table 47 show that 22 reported serving an area smaller than 250,000; 22 served a population of 250,000 to 500,000; 7 worked in population areas of 500,000 to 750,000. The Chi Square value does not reflect any difference in the Experimental and Control groups on this dimension.

Table 47: Comparison of Experimental and Control Supervisors by Population in Area Served

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Less than 250,000 | 10 | 31 | 12 | 41 |
| 250,000 - 500,000 | 12 | 38 | 10 | 35 |
| 500,000 - 750,000 | 6 | 19 | 1 | 3 |
| Above 750,000 | 4 | 13 | 6 | 21 |
| Total | 32 | 100 | 29 | 100 |

$X^2 = 4.19$

FIELD OFFICE OR FACILITY: The supervisors in the sample population were drawn from either field offices or special facilities and the distribution is shown in Table 48. Thirty-three of the Experimental group supervisors were in field settings to 24 for the Control group. The trend is reversed for special facilities where there are only 3 Experimental group supervisors while there are 9 Control supervisors. The difference is great enough to make the Chi Square value significant at the .05 level of confidence. Thus, there are significantly more supervisors from the Experimental group who are in Field Settings, or conversely, a significantly greater number of the Control supervisors who are in Special Facility settings. However, there is no reason to believe that such a difference would contribute any systematic bias in the way that the supervisors participated in the study.

Table 48: Comparison of Experimental and Control Supervisors by Work Setting

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Field Office | 33 | 92 | 24 | 73 |
| Special Facility | 3 | 8 | 9 | 27 |
| Total | 36 | 100 | 33 | 100 |

$X^2 = 4.30$ Sig. $< .05$

TYPE OF SUPERVISORY RESPONSIBILITY: Some supervisors seem to spend a great deal of time with administrative detail, organization and paper work, with relatively little time spent in direct contact with counselors, while other supervisors spend a majority of their time on tasks that could roughly be called "casework supervision." These individuals appear to spend a great deal of time in reviewing the work of the counselors under them and contributing to their professional growth, with comparatively little time spent on administrative detail.

Table 49: Comparison of Experimental and Control Supervisors by Type of Supervisor

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Administrator | 6 | 17 | 6 | 18 |
| Supervisor | 30 | 83 | 27 | 82 |
| Total | 36 | 100 | 33 | 100 |

$X^2 = 0.03$

Supervisors in the present sample were asked to categorize themselves as to "administrative" supervisor or "casework" supervisor. The breakdown (Table 49) is almost identical for the Experimental and Control groups with 17% of the Experimental group and 18% of the Control group in the "administrative" category, with 83% and 82% for the Experimental and Control groups, respectively in the "casework" category.

## Section E. Supervisors Professionalization

ATTENDANCE AT PROFESSIONAL MEETINGS: As an indication of professional involvement, supervisors were asked to report the number of professional meetings they attended on the State, Regional, and National level in the year previous to the project. The results are given in Tables 50, 51, and 52, from which it is rather apparent that supervisors do attend meetings at the State level but generally do not attend at the Regional and National levels. For instance, in Table 50, 77% of the Experimental group and 84% of the Control group attended at least one meeting, and about half of this group attended two or more state level meetings. Specifically, the respondents were asked if they attended meetings of NRA, NRCA, APGA, and ARCA since these organizations seemed to be the most likely affiliations of rehabilitation counselors. All supervisors who attended a single state meeting attended

Table 50: Comparison of Experimental and Control Supervisors by Attendance at State Professional Meetings

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| None | 8 | 22 | 5 | 15 |
| 1 Meeting | 16 | 44 | 13 | 39 |
| 2 or More Meetings | 12 | 33 | 15 | 45 |
| Total | 36 | 100 | 33 | 100 |

$X^2 = 1.21$

NRA, except one who attended an "Other" meeting. The data are not broken down for those attending two or more meetings, but it seems almost certain that NRA was one of the meetings they attended, with additional meetings probably randomly distributed among the other organizations referred to above.

Table 51: Comparison of Experimental and Control Supervisors by Attendance at Regional Professional Meetings

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| None | 32 | 89 | 25 | 76 |
| 1 Meeting | 2 | 6 | 4 | 12 |
| 2 or More Meetings | 2 | 6 | 4 | 12 |
| Total | 36 | 100 | 33 | 100 |

$X^2 = 2.07$

At the Regional level, Table 51 shows us that 89% of the Experimental group and 76% of the Control group did not attend Regional meetings. For those attending a single Regional meeting, two from the Experimental group went to a NRCA meeting, three from the Control group went to a NRA meeting and one Control group supervisor went to an ARCA meeting. The remainder, two from the Experimental group and four from the Control group went to "2 or More" regional meetings but the data do not indicate which meetings were chosen.

The data for National meetings attended is given in Table 52 and is very similar to that for Regional meetings. About 85% of the total sample do not attend national meetings, while about 7% go to a single meeting and another 7% go to two or more. All but one of the single meeting goers chose NRA, which is the largest professional organization for rehabilitation types and it seems highly probable that the two or more meeting goers also included NRA, but the data do not give this information. Chi Square tests for attendance at professional meetings at State, Regional, and National levels all proved non-significant.

Table 52: Comparison of Experimental and Control Supervisors by Attendance at National Professional Meetings

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| None | 30 | 83 | 29 | 88 |
| 1 Meeting | 3 | 8 | 2 | 6 |
| 2 or More Meetings | 3 | 8 | 2 | 6 |
| Total | 36 | 100 | 33 | 100 |

$X^2 = 0.29$

OFFICES HELD IN PROFESSIONAL ORGANIZATIONS: In addition to collection of information on the pattern of attendance by supervisors at professional meetings, they were also asked whether or not they ever held office in any organization at the state, regional, or national level.

Table 53 gives the response to offices held or the state level. There were 81% of the Experimental group that held no state level, professional organization office. Six supervisors (17%) from the Experimental group held a single office and 7 (21%) of the Control group held a single office. All of these single offices held, except two, were in NRA. There was only one supervisor who held more than one office at the state level.

Table 53: Comparison of Experimental and Control Supervisors by State Professional Offices Held

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| None | 29 | 81 | 26 | 79 |
| 1 Office | 6 | 17 | 7 | 21 |
| 2 or more Offices | 1 | 3 | 0 | 0 |
| Total | 36 | 100 | 33 | 100 |

$X^2 = 1.11$

At the Regional level, Table 54 shows that almost 90% of all supervisors do not hold an office in any professional organizations, and none hold more than one office. There are four single office holders in both the Experimental and Control groups, and in each case one person holds an NRA office while three hold NRCA offices.

The National level (Table 55) shows even fewer office holders among our sample of supervisors. In the Control group there is not a single office holder and only two from the Experimental group. One of the offices held is in NRCA and the other is in APGA, the latter a somewhat surprising finding inasmuch as none of the sample population reported attending APGA meetings at any level. Again none of the Chi Square tests turned out to be significant.

Table 54: Comparison of Experimental and Control Supervisors by Regional Professional Offices Held

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| None | 32 | 89 | 29 | 88 |
| 1 Office | 4 | 11 | 4 | 12 |
| 2 or More Offices | 0 | 0 | 0 | 0 |
| Total | 36 | 100 | 33 | 100 |

$X^2 = 0.02$

Table 55: Comparison of Experimental and Control Supervisors by National Professional Offices Held

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| None | 34 | 94 | 33 | 100 |
| 1 Office | 2 | 6 | 0 | 0 |
| 2 or More Offices | 0 | 0 | 0 | 0 |
| Total | 36 | 100 | 33 | 100 |

$X^2 = 1.89$

PROFESSIONAL JOURNALS READ: Supervisors were given the opportunity to report their professional reading patterns by indicating which journals they read, and whether they read them thoroughly or casually.

Table 56 indicates how many professional journals are read thoroughly by the sample. In the Experimental group, 33% read none, 33% read one--and this is exclusively the Journal of Rehabilitation--and 33% read two or more journals, one of which is very likely to be the Journal of Rehabilitation and the others are likely to include the Rehabilitation Counseling Bulletin, Journal of Counseling Psychology, and the Personnel and Guidance Journal. The Control group is very similar with 26% non-readers, 32% reading the Journal of Rehabilitation, and 42% reading two or more journals thoroughly.

Table 56: Comparison of Experimental and Control Supervisors by Journals Read Thoroughly

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| None | 11 | 33 | 8 | 26 |
| 1 Journal | 11 | 33 | 10 | 32 |
| 2 or More Journals | 11 | 33 | 13 | 42 |
| Total | 33 | 100 | 31 | 100 |

$X^2 = 0.63$

When the question was altered to inquire about casual reading of professional journals (Table 57), the reading habits of our sample of supervisors improved only slightly. There was still 30% of the Experimental group and 25% of the Control group that did not read journals. Reading a single journal was 24% of the Experimental group and 46% of the Control group, and readers in this category were about equally divided between the Journal of Rehabilitation and the Personnel and Guidance Journal. Two read the Journal of Counseling Psychology. In the "2 or More" category were 45% of the Experimental group and 29% of the Control group, a slightly better showing than for "thorough" reading. Again, although the data do not indicate which journals are read by the multi-journal reading group, it seems very likely that they read the Journal of Rehabilitation and one or more of the other journals listed above. Chi Square values for both groups were non-significant.

Table 57: Comparison of Experimental and Control Supervisors by Journals Read Casually

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| None | 10 | 30 | 7 | 25 |
| 1 Journal | 8 | 24 | 13 | 46 |
| 2 or More Journals | 15 | 45 | 8 | 29 |
| Total | 33 | 100 | 28 | 100 |

$X^2 = 3.46$

MAINTENANCE OF INDEXED OFFICE LIBRARY: Supervisors were asked whether they maintained an indexed office library for professional use by their counselors (Table 58). Twenty-three of the Experimental group said "Yes" and 25 of the Control group said "Yes."

The "No's" for the Experimental and Control group were respectively 12 and 8, making the two groups quite similar on this particular dimension. In general, it appears that most supervisors do maintain some sort of "professional" office library, but the number of holdings, currentness, and frequency of use is unknown.

Table 58: Comparison of Experimental and Control Supervisors by Presence of Indexed Office Library

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Yes | 23 | 66 | 25 | 76 |
| No | 12 | 34 | 8 | 24 |
| Total | 35 | 100 | 33 | 100 |

$X^2 = 0.82$

INSERVICE TRAINING AVAILABLE TO COUNSELOR: Table 59 reflects the types of inservice training that supervisors felt were available to their counselors. Included were University or College courses, Workshops or Institutes, Correspondence Courses, and Other, along with None or Multiple Combinations. The data reflect the fact that most supervisors feel there is ample inservice training available since 63 of them reported either 2, or 3 or more, types of inservice training available. The only single category responses were in Workshops and Institutes, and Other, and only six supervisors responded to those categories. There were no responses in the None category, so all supervisors felt there was some inservice training available to their counselors. Again, the Experimental and Control groups do not appear to differ in their responses to this question.

Table 59: Comparison of Experimental and Control Supervisors by Inservice Training Available to Counselors

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| College or University | 0 | 0 | 0 | 0 |
| Workshop or Institutes | 1 | 3 | 2 | 6 |
| Correspondence | 0 | 0 | 0 | 0 |
| Other | 1 | 3 | 2 | 6 |
| Two Types | 15 | 42 | 11 | 33 |
| 3 or More | 19 | 53 | 18 | 55 |
| None | 0 | 0 | 0 | 0 |
| Total | 36 | 100 | 33 | 100 |

$X^2 = 0.75$

## Section F. Supervisors' Attitudes Toward Agency Activities

VALUE OF INSERVICE TRAINING FOR SUPERVISORS: The sample of supervisors was asked to assess the value of their own inservice training experiences in terms of Rarely, Sometimes, Frequently, Generally, Almost Always, and None Available. In Table 60 it can bee seen that the largest response category was Sometimes, with Frequently and Generally following in descending order, and only a token response in Rarely and Almost Always. It appears then that most supervisors find their own inservice training of some value but falling far short of the Almost Always category. The response implies that inservice training could be greatly improved for many of the respondents, and should be made available for quite a few more. A significant number (19) indicated that inservice training was not available to them, a rather surprising response. Combined with those who feel their experiences are not too valuable, that makes a sizeable group of supervisors (43) who may feel that help, in the form of inservice training, is either lacking or inadequate when they encounter problems at the supervisory level. The Experimental and Control groups appear to be quite similar in their attitudes toward inservice training.

Table 60: Comparison of Experimental and Control Supervisors by Value of Inservice Training for Supervisors

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Rarely | 1 | 3 | 2 | 6 |
| Sometimes | 11 | 31 | 10 | 31 |
| Frequently | 6 | 17 | 6 | 19 |
| Generally | 7 | 19 | 3 | 9 |
| Almost Always | 2 | 6 | 1 | 3 |
| None Available | 9 | 25 | 10 | 31 |
| Total | 36 | 100 | 32 | 100 |

$X^2 = 2.14$

VALUE OF SUPERVISORY CONSULTATION FOR COUNSELORS: The data in Table 61 show how supervisors feel about the value of consulting with their counselors about job-related problems. Thirty-six per cent of the Experimental group and 31% of the Control group feel that their consultation is "Frequently" helpful to counselors. The "Generally" category is next with 31% of the Experimental group and 25% of the Control group, then "Almost Always" with 17% and 25% respectively, and last is the "Sometimes" category with 14% and 19%. None of the supervisors felt that their consultation was "Rarely" helpful, and only one indicated that he did not consult with his counselors. Both Experimental and Control supervisors were similar in their responses to this question, and they seem to feel that consultation with their counselors is usually helpful to the counselor in solving job-related problems.

Table 61: Comparison of Experimental and Control Supervisors by Value of Supervisory Consultation

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Rarely | 0 | 0 | 0 | 0 |
| Sometimes | 5 | 14 | 6 | 19 |
| Frequently | 13 | 36 | 10 | 31 |
| Generally | 11 | 31 | 8 | 25 |
| Almost Always | 6 | 17 | 8 | 25 |
| No Consultation | 1 | 3 | 0 | 0 |
| Total | 36 | 100 | 32 | 100 |

$X^2 = 2.01$

FACTORS IMPORTANT TO PROMOTION: Supervisors were requested to rank five factors on their importance for counselor promotion. The factors were: Being in the Right Place at the Right Time; Number of 26 Closures; Pursuing Further Training; Having an M.A. Degree in Rehabilitation Counseling; Conforming and Playing Politics.

In Table 62 are the mean rankings by the two groups of supervisors on a 5-point scale where 1 represents most important and 5 represents least important. For the Experimental group the rank order was as follows: 26 Closures, Right Place at Right Time, Further Training, Master's Degree, and Conforming. For the Control group the rank order was: Further Training, Master's Degree, Right Place at Right Time, 26 Closures, and Conforming. A simple rank-order correlation between the two groups yielded a Rho of .10, indicating that the two groups of supervisors are not very similar in their appraisal of what's important for getting promoted. The Control group might be considered as an educationally oriented group in that they feel further training and a Master's degree are most important for promotion. However, the Experimental group's orientation appears to be centered on production (26 Closures) and chance (Right Place at the Right Time). While the groups seem to differ in what's important, they apparently agree fairly closely on what's not important. Both groups ranked Conforming Behavior and Playing Politics last.

Table 62: Comparison of Experimental and Control Supervisors by Mean Rankings of Factors Related to Promotion

| | Experimental | | | Control | | |
|---|---|---|---|---|---|---|
| | Mean | S.D. | Rank | Mean | S.D. | Rank |
| Engaging in Further Training | 2.85 | 1.19 | 3 | 2.34 | 1.03 | 1 |
| Having an M.A. in Rehab. | 3.18 | 1.34 | 4 | 2.52 | 1.19 | 2 |
| Being in Right Place at Right Time | 2.59 | 1.42 | 2 | 2.66 | 1.09 | 3 |
| 26 Closures | 2.44 | 1.31 | 1 | 2.72 | 1.53 | 4 |
| Conforming & Playing Politics | 3.94 | 1.28 | 5 | 4.66 | 0.71 | 5 |

Rho = .10

It is interesting to note that the Control group of supervisors ranked the five items exactly as did both groups of counselors, so there is a general agreement among most of the people in the study that further education contributes most to getting promoted. The divergence from this viewpoint on the part of the supervisors in the Experimental group is difficult to explain since their educational level did not differ significantly from the Control group as reported earlier in Table 35.

FREQUENCY OF JOB SATISFACTION: When asked to rate their satisfaction with their jobs according to the categories in Table 63, almost all of the supervisors indicated that they liked their jobs "Most of the Time," or a "Good Deal of the Time." A few reported "All of the Time," and a few others reported "About Half of the Time," but the categories of "Never," "Seldom," and "Occasionally," were not used. Apparently, then, supervisors from both the Experimental and Control groups were fairly satisfied with their duties and responsibilities.

Table 63: Comparison of Experimental and Control Supervisors by Frequency of Job Satisfaction

| | Experimental | | Control | |
|---|---|---|---|---|
| | N | % | N | % |
| Never | 0 | 0 | 0 | 0 |
| Seldom | 0 | 0 | 0 | 0 |
| Occasionally | 0 | 0 | 0 | 0 |
| About One-Half of the Time | 3 | 8 | 2 | 6 |
| Good Deal of the Time | 6 | 17 | 7 | 21 |
| Most of the Time | 24 | 67 | 22 | 67 |
| All of the Time | 3 | 8 | 2 | 6 |
| Total | 36 | 100 | 33 | 100 |

$X^2 = 0.43$

## CHAPTER IV. COUNSELOR VALUING OF TRAINING SOURCES: COUNSELOR PARTICIPATION IN REGULAR INSERVICE TRAINING DURING THE PROJECT YEAR

### Summary

Section A gives data on the counselors' perceptions of the helpfulness of three types of training - College, Agency, and Experience On-the-Job. The counselors were divided into three groups, Trained, Somewhat Trained, and Untrained and their percentage response to 10 job tasks are given in Tables 64, 65, and 66. Trained counselors view college training as more helpful than do the Somewhat Trained and Untrained, although approximately 63% of all counselors felt college training was helpful. Agency training was considered Usually or Very Helpful by an equal percentage (67%) of the Somewhat Trained and Untrained counselors, while the Trained group found it slightly less helpful. For Experience On-the-Job type of training, all groups were almost identical (approximately 87%) in reporting that it was Usually or Very Helpful. It appears, then, that Experience On-the-Job is perceived as useful by a large percentage of all the counselors, while Agency and College training are perceived as helpful, but less so, with the Trained group preferring College training and the Somewhat Trained and Untrained group showing a preference for Agency training. These results should not be interpreted to mean that inservice training is satisfactory to counselors, for the related literature that was reported indicates considerable dissatisfaction with existing programs.

In Section B, the data reported indicates that inservice training probably makes a relatively small impact on our sample of counselors. One-third of the counselors did not engage in any inservice training during the year, another one-third engaged in five or less experiences, and the final one-third took more than five inservice training experiences, with an approximate average of 11 for this more active group. For a sample of 345 counselors, there were 1,838 experiences of all types (College, Agency, Workshop) during the year, which represented a total of 17,628 hours of inservice training. Overall, the median number of experiences per counselor was 2.20, although the mean number of hours was 51.10. This suggests that college training was probably accounting for most of the experiences and indeed, the total number of hours (9000) spent in college training represents more than half of all the inservice training hours, although the greatest number of experiences is of the Agency type. In basic comparisons the Experimental and Control groups did not differ statistically but on specific categories the Experimental group took more college training and the Control group took more agency training, with workshop experiences being similar. In addition, there is considerable variability from state to state in the amount and type of training taken, which suggests that a novel approach such as SCERC may be useful in providing more uniform training to a larger proportion of practicing rehabilitation counselors.

Part of the data collection during SCERC - Phase I research was designed to collect data on counselor perceptions of different training sources, as related to specific job tasks, and to measure the type and amount of ongoing, regular, inservice training which they received during the project year (1969).

A section of the Counselor Questionnaire (see Appendix C), was designed to tap their perceptions of the value of training offered by colleges, or a college person, the agency, and work experience, itself, as a mode of training. Counselors, in completing the questionnaire, responded on a Likert-type scale toward the value of training they had received on ten job tasks. Tables 64 to 66 indicate the percentages of trained, somewhat trained, and untrained counselors responding that such training from these sources was "Usually" or "Very Helpful." The trained group of counselors (N=31) were counselors who had a M.A. degree or more in Rehabilitation Counseling. The somewhat trained group were persons who had a M.A. degree or more in a related field (such as psychology, social work, counseling and guidance, education). The untrained group was composed of those with a B.A. degree or less, in any field. The restriction of the

"trained" group to only those with a M.A. degree in Rehabilitation Counseling, makes such a trained group relatively "pure" with regard to the definition of trained, rehabilitation counselors.

Data on other, current inservice training taken during the project year were collected through the use of the Cumulative Training Record Form (see Appendix E). Research helpers, each month, in each of the participating offices, interviewed counselors as to what training they had taken for that month. This included training of a college, workshop, institute, or agency nature. In terms of agency training, such training had to be a formal, scheduled event, and not just casual conversation or problem solving between the supervisor and the counselor. The results of analyzing these data are presented in Section B of this Chapter.

## Section A. Counselor Valuing of Training Sources

The education of rehabilitation counselors has remained an object of controversy with regard to what should be taught, how it should be taught, and the value of its outcomes for the practicing rehabilitation counselor (Patterson, 1957; Olshansky, 1957; and Carkhuff, 1966). This should not be too surprising as new disability groups and job roles continue to devolve upon the rehabilitation counselor.

Although all of the above issues raise questions to the field of rehabilitation which have salient implications, the question of what job role should be taught is the key dimension. It is contingent upon a knowledge of the goal(s) educators aspire to achieve. Wright and Trotter (1968) in an extensive review of rehabilitation research found that "Two distinct points of view are evident in the literature: that the counselor is primarily a coordinator of services culminating in the placement of the client or that he is a specialist whose primary function is counseling." It follows logically that the role the trainer espouses will substantially dictate how a rehabilitation counselor should be taught as well as evaluated.

Dishart (1964) surveyed 90 state rehabilitation directors on current policies and practices within their agencies. He concluded that the results suggest the need for greater research on how a counselor presently functions in contrast to what would be the best or most effective way he could be functioning. Muthard and Salomone (1969) surveyed the perceptions of counselors, educators and significant others, regarding the desirable rehabilitation counselor role. They found that these groups held dissimilar views, which result in a work role conflict for rehabilitation counselors.

More general concerns on counselor education have been expressed by several authors. For example, Arbuckle (1968) expressed the view that, "...it would appear that the goal is simply to take more years of more courses so that one can rather vaguely 'know more' without any real evidence of whether or not one is actually being helped to become a more effective counselor."

A review of the literature has indicated a paucity of studies surveying counselor perceptions of training. Three studies will be reviewed in this section which have a direct relevance to the present investigation.

Goldin (1965) surveyed 114 rehabilitation counselors in six New England states. He found that two-thirds (66%) of the counselors were not satisfied with their training. Twenty-one percent of this group indicated that their dissatisfaction was due to too little training. Thirty-one percent of those dissatisfied felt their training was too theoretical and lacked sufficient practical application. Results also showed that of the 90.8% who had inservice training, 86.1% were satisfied with it. Another finding showed that 40% of those surveyed would leave their occupation if they were able to do so.

Wright and others (1968) surveyed 280 rehabilitation counselors from nine state agencies in Region V. The technique used in this study was the open ended question.

Results showed that 52% of the counselors recommended improvement in inservice training programs.

The final study to be reviewed was conducted by Moses (1969). A sample of 66 counselors from one state agency were given a questionnaire, relating to 15 job activities. They were asked to respond to these job activities in four major ways: (1) how counselor felt qualified, (2) counselor preference, (3) counselor's agency's attitude, and (4) how a counselor spends his time. Rho correlations were calculated for the four perceptions on each of the 15 job activities. The following significant correlations were found ($p < .01$) between:

1. Counselor's feeling of qualification and his preference to perform these job activities (rho .86).

2. How the counselor perceives his agency's attitude toward his particular activities and how he actually spends his time (rho .73).

3. Counselor's feeling of qualification and how he actually spends his time (rho .73).

Moses in analyzing differences was unable to account for discrepancies using age, sex, experience, and training.

In conclusion, the three studies reviewed have all contributed some insight into the value of rehabilitation education for counselors. Moses' (1969) contribution appears most significant in understanding the qualitative aspects of counselors' perceptions, with its implications for counselor performance. Wright and others (1968) have provided some quantitative data suggesting the need for improvement of counselor training. Goldin's (1965) quantitative assessments of counselor perceptions are closest to the purposes of the present research study. However, he uses dimensions of satisfaction and helpfulness of training interchangably. One questionnaire item, using a dichotomous response category of yes or no, required counselors to respond to their satisfaction with formal training. Whereas, in another questionnaire item, he asked counselors if their inservice training was helpful (yes or no), and concluded that a certain percentage of people were satisfied with it. The interchangability of satisfaction with helpfulness may be called to question in the absence of sufficient evidence to substantiate this relationship.

In Table 64 data are presented that reflect percentages of trained, somewhat trained, and untrained counselors' perceptions of value in training received from college or from a college person (such as at a workshop conducted by a college).

Table 64: Counselors' Perceptions of Training Taken from a College or Training Provided by Some Person from a College as Usually or Very Helpful

| JOB TASK | TRAINED (N=31) | SOMEWHAT TRAINED (N=55) | UNTRAINED (N=190) |
|---|---|---|---|
| | % | % | % |
| 1. Finding a specific job for a client | 52 | 32 | 28 |
| 2. Dealing in face-to-face contacts with client's emotions | 97 | 81 | 66 |
| 3. Using test results to guide a client | 97 | 79 | 62 |
| 4. Using medical reports to guide a client | 74 | 30 | 41 |
| 5. Dealing in face-to-face contacts with client unrealism in job choice(s) | 77 | 55 | 45 |
| 6. Being able to formulate a plan from client info. | 71 | 52 | 45 |
| 7. Being able to handle personal problems & prejudices in work situations | 57 | 63 | 53 |

Table 64: continued

| JOB TASK | TRAINED (N=31) | SOMEWHAT TRAINED (N=55) | UNTRAINED (N=190) |
|---|---|---|---|
| | % | % | % |
| 8. Using psychological reports to guide clients | 87 | 80 | 65 |
| 9. Reading and understanding research reports | 90 | 76 | 70 |
| 10. Maintaining productive contact with referral sources and other professionals | 39 | 36 | 35 |
| Average percentage | 74% | 58% | 51% |

If the ten job tasks, listed in Table 64 can be considered as representative of the counselor's work tasks, then Table 64 indicates that trained rehabilitation counselors in our sample were more apt to view their college training as most helpful. This is not surprising, since their training (M.A. or more in Rehabilitation Counseling) is most relevant to their job tasks. Training from college or a college person on those job tasks calling for face-to-face client contact were viewed as most helpful by all groups of counselors as well. Finding a specific job for a client, and maintaining productive contact with referral sources and other professionals were viewed as job tasks where college-based training was valued as helpful by the smallest percentages of all counselor groups.

Table 65 gives the data on counselor valuing of agency training events with regard to ten job tasks. Overall, the percentage of trained rehabilitation counselors perceiving such training as helpful was less than for the somewhat trained and untrained counselors. Again, higher percentages of all counselors perceived agency training on face-to-face client contacts as helpful. Maintaining productive contact with referral sources and other professionals was also valued in contrast to the attitude expressed toward college training on this particular job task.

Table 65: Counselor Perception of Training Taken from the Agency or Training Provided by Some Person from the Agency as Usually or Very Helpful

| JOB TASK | TRAINED (N=31) | SOMEWHAT TRAINED (N=55) | UNTRAINED (N=190) |
|---|---|---|---|
| | % | % | % |
| 1. Finding a specific job for a client | 63 | 60 | 67 |
| 2. Dealing in face-to-face contacts with client's emotions | 43 | 52 | 65 |
| 3. Using test results to guide a client | 37 | 66 | 66 |
| 4. Using medical reports to guide a client | 60 | 82 | 78 |
| 5. Dealing in face-to-face contacts with client unrealism in job choice(s) | 70 | 74 | 65 |
| 6. Being able to formulate a plan from client information | 70 | 80 | 80 |
| 7. Being able to handle personal problems and prejudices in work situations | 57 | 62 | 53 |
| 8. Using psychological reports to guide clients | 50 | 70 | 74 |
| 9. Reading and understanding research reports | 20 | 41 | 46 |
| 10. Maintaining productive contact with referral sources and other professionals | 73 | 78 | 77 |
| Average percentage | 54% | 67% | 67% |

From Table 66 it is readily apparent that higher percentages of all groups of counselors perceived on-the-job experience as helpful, compared to college or agency training. Table 67 presents the rank-order of these three sources of training, by the various groups of counselors, on the basis of the average percentage of counselors over the ten job tasks, who rated these sources as "usually" or "very" helpful.

Table 66: Counselor Perception of Work Experience, On-the-Job, as Usually or Very Helpful for Performing on the Job

| JOB TASK | TRAINED (N=31) | SOMEWHAT TRAINED (N=55) | UNTRAINED (N=190) |
|---|---|---|---|
| | % | % | % |
| 1. Finding a specific job for a client | 93 | 96 | 89 |
| 2. Dealing in face-to-face contacts with client's emotions | 94 | 91 | 93 |
| 3. Using test results to guide a client | 70 | 85 | 81 |
| 4. Using medical reports to guide a client | 90 | 87 | 88 |
| 5. Dealing in face-to-face contacts with client unrealism in job choice(s) | 97 | 91 | 93 |
| 6. Being able to formulate a plan from client information | 100 | 91 | 94 |
| 7. Being able to handle personal problems and prejudices in work situations | 97 | 85 | 89 |
| 8. Using psychological reports to guide clients | 77 | 87 | 89 |
| 9. Reading and understanding research reports | 53 | 60 | 67 |
| 10. Maintaining productive contact with referral sources and other professionals | 100 | 93 | 92 |
| Average percentage | 87% | 87% | 88% |

There appears to be, overall, the most agreement on placing experience as the most helpful training source, by the greatest percentages of all counselors, regardless of training. Trained counselors, on the basis of the average percentage, over the ten job tasks, who rated the source as "usually" or "very" helpful, placed college next, compared to the somewhat and untrained counselors who ranked Agency as second.

Table 67: Ranking of 3 Sources of Training by Counselors Grouped by Training

| | College Rank | Agency Rank | Experience Rank |
|---|---|---|---|
| Trained | 2 | 3 | 1 |
| Somewhat Trained | 3 | 2 | 1 |
| Untrained | 3 | 2 | 1 |

Another method of gaining some idea of how similar the counselors, grouped by training, perceive the helpfulness of training sources is to rank-order the ten job tasks, within counselor groups, by percentages of counselors viewing each source as helpful. By correlating the rank-order, one can then gain some idea of whether or not the different groups of counselors similarly perceive training sources as helpful for given job tasks. Table 68 presents these data.

Table 68: Similarity on Valuing Training Sources for Specific Job Tasks by Counselors Grouped by Training (Rho)

| | Trained-Somewhat | Trained-Untrained | Somewhat-Untrained |
|---|---|---|---|
| College Training | .77 | .82 | .88 |
| Agency Training | .68 | .59 | .81 |
| Experience | .77 | .82 | .89 |

Table 68 demonstrates that counselors in our study tend to rank-order job tasks, in terms of percentage of counselors viewing the training sources as helpful, in a similar manner. This indicates that counselors, grouped by training, tend to agree in distinguishing a particular training source as helpful for a particular job task.

## Section B: Counselor Participation in Regular Inservice Training During the Project Year

Since the purpose of the SCERC project was to try to assess the effectiveness of a new approach to inservice training, it seemed appropriate to gather some information on the current state of inservice training. Questions such as how much training is presently occurring, the nature of that training, and whether or not the experimental program itself may have influenced counselors' participation in training activities were the ones that most readily presented themselves. This chapter will present data and some conclusions concerning the questions posed.

It should be remembered that there were no restrictions placed on the counselors in the study preventing them from participating in other inservice training activities. Also, there was no encouragement given for them to enter into usual types of training. If they did engage in other training they were required to inform the research assistant of such activities and that person recorded it on a cumulative record form for the entire year of the data collection period (see Appendix E ). This is the information reflected in the following tables. In the interest of confidentiality for particular state agencies, the three state agencies in our study have been randomly designated as State A, State B, and State C.

The question of how much inservice training is going on appeared to have two dimensions, one being the number of formally scheduled experiences that a counselor had, and the other being the amount of time that such experiences represented.

The total incidence of separate, formally scheduled, inservice training experiences by all counselors is reported in Table 69. There were 1,838 separate inservice training experiences reported by all counselors during the project year.

By state the mean number of separate training experiences range from 8.21 such experiences per counselor in State B to 1.81 for State A counselors, with 4.28 for State C counselors. The mean number of experiences for all counselors is 5.33.

Table 69: Separate Counselor Inservice Training Experiences by State

| | State A (N=94) | State B (N=151) | State C (N=100) | Total (N=345) |
|---|---|---|---|---|
| Total Number | 170 | 1,240 | 428 | 1,838 |
| Mean Number | X = 1.81 | X = 8.21 | X = 4.28 | X = 5.33 |

Tables 70, 71, 72, and 73 summarize the frequency of inservice training experiences overall, as well as State A, State B, and State C counselors respectively. State A counselors indicate a large percentage, 52%, participating in no training during the year period, while State B and State C show a much higher percentage of inservice training involvement with only 26 and 29 percent respectively indicating no inservice training experience. The variability in number of separate experiences reported is also more limited in State A with 18, than for State B with 66, and State C with 25.

State B counselors engaged in a high maximum number of separate inservice training experiences with 66 incidents reported. State C reported a maximum incidence of 25. State A reported maximum participation at eighteen separate experiences. Ten percent of the State B counselors indicated participation in 24 or more separate inservice training experiences while the same percentage of counselors only reported 10 or more such experiences in State C and 5 or more in State A.

Table 70: Frequency of Inservice Training Experiences - All Counselors

| Number of Training Experiences | Frequency (Counselors) | Percent | Cumulative Percent |
|---|---|---|---|
| 0 | 117 | 33.6 | 33.6 |
| 1 | 38 | 11.0 | 44.6 |
| 2 | 25 | 7.2 | 51.8 |
| 3 | 19 | 5.5 | 57.3 |
| 4 | 18 | 5.2 | 62.5 |
| 5 | 13 | 3.8 | 66.3 |
| 6 | 14 | 4.1 | 70.4 |
| 7 | 9 | 2.6 | 73.0 |
| 8 | 12 | 3.5 | 76.5 |
| 9 | 9 | 2.6 | 79.1 |
| 10 | 12 | 3.5 | 82.6 |
| 11 | 2 | .6 | 83.2 |
| 12 | 10 | 2.9 | 86.1 |
| 13 | 6 | 1.8 | 87.9 |
| 14 | 6 | 1.8 | 89.7 |
| 15 | 2 | .6 | 90.3 |
| 16 | 2 | .6 | 90.9 |
| 17 | 3 | .9 | 91.8 |
| 18 | 4 | 1.1 | 92.9 |
| 19 | 1 | .3 | 93.2 |
| 20 | 1 | .3 | 93.5 |
| 21 | 1 | .3 | 93.8 |
| 24 | 9 | 2.6 | 96.4 |
| 25 | 2 | .6 | 97.0 |
| 29 | 3 | .9 | 97.9 |
| 32 | 1 | .3 | 98.2 |
| 36 | 1 | .3 | 98.5 |
| 37 | 1 | .3 | 98.8 |
| 39 | 1 | .3 | 99.1 |
| 49 | 2 | .6 | 99.7 |
| 66 | 1 | .3 | 100.0 |
| Total | 345 | | |

Table 71: Frequency of Inservice Training Experiences - State A Counselors

| Number of Training Experiences | Frequency (Counselors) | Percent | Cumulative Percent |
|---|---|---|---|
| 0 | 49 | 52.1 | 52.1 |
| 1 | 17 | 18.1 | 70.2 |
| 2 | 12 | 12.8 | 83.0 |
| 3 | 3 | 3.2 | 86.2 |
| 4 | 3 | 3.2 | 89.4 |
| 5 | 1 | 1.1 | 90.5 |
| 6 | 0 | 0.0 | 90.5 |
| 7 | 1 | 1.1 | 91.6 |
| 8 | 1 | 1.1 | 92.7 |
| 9 | 1 | 1.1 | 93.8 |
| 10 | 1 | 1.1 | 94.9 |
| 12 | 1 | 1.1 | 96.0 |
| 15 | 2 | 2.0 | 98.0 |
| 18 | 2 | 2.0 | 100.0 |
| Total | 94 | | |

Table 72: Frequency of Inservice Training Experiences - State B Counselors

| Number of Training Experiences | Frequency (Counselors) | Percent | Cumulative Percent |
|---|---|---|---|
| 0 | 39 | 25.8 | 25.8 |
| 1 | 12 | 7.9 | 33.7 |
| 2 | 6 | 4.0 | 37.7 |
| 3 | 6 | 4.0 | 41.7 |
| 5 | 7 | 4.6 | 52.3 |
| 6 | 6 | 4.0 | 56.3 |
| 7 | 4 | 2.6 | 58.9 |
| 8 | 5 | 3.3 | 62.2 |
| 9 | 6 | 4.0 | 66.2 |
| 10 | 6 | 4.0 | 70.2 |
| 11 | 1 | .7 | 70.9 |
| 12 | 8 | 5.3 | 76.2 |
| 13 | 5 | 3.3 | 79.5 |
| 14 | 5 | 3.3 | 82.8 |
| 17 | 2 | 1.3 | 84.1 |
| 18 | 2 | 1.3 | 85.4 |
| 19 | 1 | .7 | 86.1 |
| 20 | 1 | .7 | 86.8 |
| 21 | 1 | .7 | 87.5 |
| 24 | 8 | 5.3 | 92.8 |
| 25 | 1 | .7 | 93.5 |
| 29 | 3 | 2.0 | 95.5 |
| 32 | 1 | .7 | 96.2 |
| 36 | 1 | .7 | 96.9 |
| 37 | 1 | .7 | 97.6 |
| 39 | 1 | .7 | 98.3 |
| 49 | 2 | 1.3 | 99.6 |
| 66 | 1 | .7 | 100.0* |
| Total | 151 | *Discrepancy due to rounding error | |

Table 73: Frequency of Inservice Training Experiences - State C Counselors

| Number of Training Experiences | Frequency (Counselors) | Percent | Cumulative Percent |
|---|---|---|---|
| 0 | 29 | 29.0 | 29.0 |
| 1 | 9 | 9.0 | 38.0 |
| 2 | 7 | 7.0 | 45.0 |
| 3 | 10 | 10.0 | 55.0 |
| 4 | 6 | 6.0 | 61.0 |
| 5 | 5 | 5.0 | 66.0 |
| 6 | 8 | 8.0 | 74.0 |
| 7 | 4 | 4.0 | 78.0 |
| 8 | 6 | 6.0 | 84.0 |
| 9 | 2 | 2.0 | 86.0 |
| 10 | 5 | 5.0 | 91.0 |
| 11 | 1 | 1.0 | 92.0 |
| 12 | 1 | 1.0 | 93.0 |
| 13 | 1 | 1.0 | 94.0 |
| 14 | 1 | 1.0 | 95.0 |
| 16 | 2 | 2.0 | 97.0 |
| 17 | 1 | 1.0 | 98.0 |
| 24 | 1 | 1.0 | 99.0 |
| 25 | 1 | 1.0 | 100.0 |
| Total | 100 | | |

Table 74 reports the incidence of counselor inservice training within each state according to the type of training taken. Agency training which refers to the formal scheduled presentation of relevant information by an agency supervisor to his personnel, appears to be the most prevalent form of inservice training with a mean value of 3.09 separate experiences per counselor. Workshop training which refers to short term programs of professional skill development offered to counselors either by the state agency, private agencies, or a university, is minimally used as indicated by .53 experiences per counselor. College training is intermediate with an average of 1.71 experiences per counselor.

Table 74: Separate Inservice Counselor Training Experiences by Type by State

| | College | | Workshop | | Agency | |
|---|---|---|---|---|---|---|
| | Total | Mean* | Total | Mean* | Total | Mean* |
| State A (N=94) | 115 | 1.22 | 45 | .48 | 10 | .11 |
| State B (N=151) | 237 | 1.57 | 93 | .62 | 910 | 6.03 |
| State C (N=100) | 237 | 2.37 | 45 | .45 | 146 | 1.46 |
| Total (N=345) | 589 | 1.71 | 183 | .53 | 1066 | 3.09 |

*Per Counselor

State B makes by far the greatest use of agency training with 6.03 experiences per counselor. State C emphasizes college training with 2.37 episodes per counselor. The most prevalent form of inservice training in State A is college training at 1.22 experiences per counselor, but State A has only minimal counselor involvement in all forms of inservice training.

In attempting to get a picture of the typical inservice training activities of our sample states, the possibility was raised that the introduction of the experimental program itself may have influenced other inservice training activities. Just how this might have worked was a matter of speculation but the following possibilities presented themselves.

(1) The control group may have taken more inservice training because they felt "left out" of the experimental program and wanted to keep up with other counselors.

(2) The control group may have taken less inservice training because they felt discriminated against by the experimental design.

(3) The experimental group may have taken more other inservice training due to the stimulation of participating in the study.

(4) The experimental group may have taken less other inservice training because they felt they were getting all they needed from the SCERC materials.

While speculation on these questions was very intriguing, it was not the experimenters' intent to try to answer them but only to determine whether or not the experimental and control groups had actually differed in their "typical" inservice training activities during the one-year period that SCERC data was being collected.

In Table 75 the number of separate inservice training experiences is given for the experimental and control groups, broken down by type of training. A comparison of the mean number of inservice training experiences per counselor shows a significant difference between the two groups. This difference appears to be due to the difference between the groups on Agency training, where the mean of the control group is considerably larger than that of the experimental group. This discrepancy could be due to less emphasis on Agency training in the experimental group since learning units were available to the counselors, or due to the fact that one of the control offices was running a concentrated inservice training program during the period of the study.

From the total and means of the three types of training it is obvious that there were many more Agency type experiences than either College or Workshop.

Table 75: Frequency of Experimental and Control Counselor Inservice Training Experiences by Type of Training

| Type of Training | Experimental (N=212) Number | Mean | Control (N=133) Number | Mean | Total Number | Mean |
|---|---|---|---|---|---|---|
| College | 390 | 1.84 | 199 | 1.50 | 589 | 1.71 |
| Workshop | 110 | .52 | 73 | .55 | 183 | .53 |
| Agency | 406 | 1.92 | 660 | 4.96 | 1066 | 3.09 |
| Total | 906 | 4.27 | 922 | 6.93 | 1838 | 5.33 |

In Table 76 the number of hours involved in inservice training are shown for the experimental and control groups, again broken down by type. The total number of hours spent in inservice training is 17,628 with College training accounting for the biggest portion of that time. Thus, it appears that though there is more Agency training going on, there is much more time spent in College type training. Workshop training ranks last both in number of experiences and hours involved.

A Type I analysis of variance (Lindquist, 1953) was carried out to check on possible differences in training hours by type of training between experimental and control counselors. Although the experimental counselors took significantly more inservice training hours in college than control counselors, the reverse was true for agency training. In terms of total hours of training per counselor, there was no difference between the groups.

Table 76: Total Inservice Training Hours Taken by Experimental and Control Counselors by Type of Training

| Type of Training | Experimental (N=212) Hours | Average | Control (N=133) Hours | Average | Total Hours | Total Average |
|---|---|---|---|---|---|---|
| College | 6496 | 30.64 | 2504 | 18.83 | 9000 | 26.09 |
| Workshop | 1416 | 6.68 | 1021 | 7.68 | 2437 | 7.64 |
| Agency | 2683 | 12.66 | 3508 | 26.38 | 6191 | 17.94 |
| Total | 10595 | 49.98 | 7033 | 52.39 | 17628 | 51.10 |

The hours of inservice training participation by each state's counselors are reported according to type of training engaged in in Table 77. More hours were logged in college training at 9000 hours than by agency training with 6191 hours and workshop training with 2437 hours taken.

Table 77: Total Hours of Inservice Training Taken by Type by State

| | State A (N=94) | State B (N=151) | State C (N=100) | Total (N=345) |
|---|---|---|---|---|
| College | 1864 | 2404 | 4732 | 9000 |
| Workshop | 900 | 676 | 861 | 2437 |
| Agency | 294 | 3392 | 2505 | 6191 |
| Total | 3058 | 6472 | 8098 | 17628 |
| Mean Hours | 32.52 | 42.86 | 80.98 | 51.10 |

State C made maximum use of college training hours with 4732 hours, while State B made greatest use of agency training hours with 3392 hours. State A used college training hours the most with 1864 hours, but made considerably less use of all types of training than State B and State C counselors.

State C counselors participated in the most hours, 8098, and the most hours per counselor, 80.98. State B counselors took part in 6472 hours of inservice training with a mean number of 42.86 per counselor. State A counselors reported the least

participation with 3058 hours of inservice training, an average of 32.53 hours per counselor.

To get some flavor for the content of the usual kinds of inservice training the number of hours spent were broken down into eight content areas of training and are presented in Table 78. The three areas that seem to take priority in inservice training are client-counselor interaction, understanding human behavior, and the use of medical concepts. By inspection, the experimental and control groups appear rather similar in the amount of time invested in the various categories, although the control group, in light of its smaller number, seems to spend more time in understanding human nature and developing personal skills, while the experimental group spends slightly more time on training in measurement concepts.

Table 78: Total Inservice Training Hours Taken by Area by Experimental and Control Group Counselors

| Area | Experimental | Control | Total |
|---|---|---|---|
| 1. Training in the use of measurement concepts (Statistics, Tests, Projectives) | 1181 | 461 | 1642 |
| 2. Training in counselor/client interaction (Counseling theory, practice, interviewing skills) | 3193 | 1581 | 4774 |
| 3. Training in skills for interacting with business or community (Job analysis, labor conditions, placement, public relations) | 1361 | 746 | 2107 |
| 4. Training in understanding human behavior generally (Psychology, Sociology) | 1573 | 1761 | 3334 |
| 5. Training in the use of Physio-Medical Concepts (Diseases, Disabilities, Biology, Physiology) | 2194 | 1139 | 3333 |
| 6. Training to develop personal attributes (Public speaking, thinking more clearly | 55 | 165 | 220 |
| 7. Administration | 683 | 295 | 978 |
| 8. Other | 355 | 885 | 1240 |
| | 10595 | 7033 | 17628 |

In an effort to obtain an overview of inservice training as it actually exists in state rehabilitation agencies, Chapter IV, Section II has presented descriptive data on such training of counselors in the Illinois, Iowa and Minnesota state agencies. Three hundred forty-five counselors in this three state area reported each incident of inservice training involvement during the one year period of the SCERC study. Tabulated and presented in the results section are the percentage of counselor participation in inservice training, the type of training taken, and the content of the training.

In evaluating the data presented in Chapter IV, Section 2, several factors should be pointed out. First, when discussing the number of separate inservice training experiences by each counselor, the variability in the number of experiences taken by individual counselors should be noted since the average number of experiences by a counselor is significantly influenced by extreme values. An example is the 66 inservice training experiences of one counselor while the mean population value is only 5.33 such experiences. Such extreme values will cause the mean value to be distorted so that the figure 5.33 may be somewhat unrepresentative of the typical counselor's participation. This is indicated when a comparison is made with the median value of 2.20 experiences per counselor.

A significant factor in evaluation of the reported data lies with the data collection itself. The problem in interpretation of the meaning of inservice training by counselors becomes paramount. It is likely that not all counselors reported the same activities under the heading of inservice training. Some offices reported training in half hour units, especially training of the agency type. This suggests that in some offices a half hour discussion between the counselor and his supervisor was considered inservice training while most agency offices reported training in one hour segments, not considering such activity as inservice training unless a formal presentation to several counselors for at least an hour's duration occurred.

The mean and median values are somewhat confounded by the fact that a small number of counselors were not in the program for the total period of study. New counselors were included if they were employed during the first three months of the study. Some counselors ceased employment before the year period was completed but were retained in the data pool if their involvement was over six months in duration. This procedure was knowingly undertaken in an effort to record all inservice training that occurred within the three state agencies during the study period. The effects of this inclusion on the data reported is to increase the total amount of training taken and the numbers of counselors involved. The overall average values reported are not significantly changed by virtue of the few such cases included as some of the included counselors had high involvement and others low. There is little reason to suppose that the average values for these few cases would be significantly different from the overall averages presented.

The results of this study indicate several interesting aspects of the inservice training programs of Illinois, Iowa, and Minnesota state rehabilitation agencies. Of significance is the evidence that a relatively small proportion of the eligible counselors actually participate in inservice training. Table 70 indicates 33.6 percent of the counselors received no inservice training and approximately two-thirds had five or less separate inservice training experiences during the year of study.

A look at the results presented shows different patterns for each program studied. State C counselors had high involvement in total hours of inservice training participation with the major emphasis on college training. State B counselors participated in few hours of training but had more separate training experiences with major emphasis on agency training. State A counselors participated in fewer total hours and fewer separate training experiences than either State C and State B counselors and the emphasis in State A training was college program involvement. It is rather safe to conclude that little agreement exists among these three state agencies regarding an underlying philosophy for an inservice training program. It would appear likely that the selection of inservice training involvement and content is largely at the discretion of the individual counselor and limited by the available resources. Some credibility is lent to this suggestion by the fact that college training receives the most emphasis, being the most readily available type of program. There is a high probability that rehabilitation related college training is more available in State C and State A by virtue of the larger population and metropolitan areas where counselors are likely to be employed. An exception is in State B where a special program in two of the field offices requires weekly half day involvement in an agency presented inservice program by all counselors thus giving rise to that state's high agency training emphasis. Another factor pertaining to course training which suggests counselor determination of participation is the reported fact that training participation is highest in winter when college courses are most available and lowest in summer when such courses are relatively unavailable. Obviously other factors affect this pattern of participation such as vacation time and recreational activities available during the summer.

Another factor which may influence participation in inservice training activities and the apparent emphasis on college training is the notion that having a master of arts degree makes one a more qualified counselor. This is obviously a motivating factor for most counselors as having the degree suggests professional competence among one's peers, and possible promotion with most agencies, plus more salary. It is known

that some agencies willingly support individual inservice training efforts that are degree oriented. If a counselor has his M.A. further agency training support may be hard to come by. In this sense agency administrators determine inservice training patterns. Other training efforts that will probably receive support are supplemental skills required by newly promoted supervisors.

A final factor which suggests counselor determination of inservice content is the reported emphasis of subject content on client/counselor interaction, understanding human behavior generally, and physio-medical concepts. This is consistent with earlier studies of ratings by practicing rehabilitation counselors as to the importance of various activities in their job (Muthard and Salomone, 1968; Cantrell, 1958).

CHAPTER V

## Counselor Evaluation of Learning Units and Correlation of Evaluation with Selected Counselor Characteristics

### Summary

In this analysis, an examination was made of selected rehabilitation counselor characteristics to voluntary participation in an experimental program of continuing education, and to satisfaction with the learning units comprising the training program. In addition, descriptive data were sought which would be of value in an evaluation of the quality of the individual learning units.

Subjects included 129 rehabilitation counselors employed in 17 selected offices of the Vocational Rehabilitation agencies in Illinois, Iowa and Minnesota (the SCERC project area). Thirty-one independent variables, selected from the Wonderlic Personnel Test, Adjective Check List, Minnesota Importance Questionnaire, SCERC Information Test, and Counselor Questionnaire were utilized in this investigation. Dependent variables in this investigation included the total number of learning units taken and the responses to five items on the Learning Unit Evaluation Form.

A correlational analysis was employed in which each independent variable was paired with each dependent variable, and a correlation coefficient was obtained. An F-ratio was calculated for each correlation coefficient. Correlations were reported which were significant at or beyond the .05 level. Analysis of variance was employed to test the observed differences obtained on the Learning Unit Evaluation Form.

Based on the results of the investigation it was concluded that: (1) the greater the length of time since the last degree was granted, the more likely a counselor was to take learning units; (2) the older, more experienced counselor is more likely to be satisfied with the speed of presentation of the ideas in the learning units; (3) the more helpful the counselor perceives the agency's program of inservice training to be, the more likely he is to feel satisfied with the speed of presentation of the ideas in the learning units; (4) the amount of knowledge of material considered to be essential to the rehabilitation counselor, as measured by the Information Test, was not a significant factor in determining which counselors took learning units.

The learning unit rankings developed from the ratings on the Learning Unit Evaluation Form were sufficiently consistent to warrant their use in evaluating the quality of the learning units.

### Section A: Results

SELECTION OF COUNSELORS: The counselors in the analysis presented in Chapter V were the 129 rehabilitation counselors employed in the designated experimental offices who participated in the SCERC study for the entire year.

STATISTICAL ANALYSIS: The first area of interest in the investigation was to determine the relationship between selected counselor variables and participation in the experimental program of continuing education as measured by the number of learning units taken. Of equal importance, the investigation sought to determine the relationship between selected counselor variables and satisfaction with such a program of continuing education. Satisfaction was measured by responses to five statements on the learning unit evaluation form (see Appendix F). These relationships were examined through the use of correlational analyses.

Dealing with the scoring on the learning unit evaluation form presented a special problem. Since all subjects did not take the same learning units and since it must be assumed that the quality of the learning units varied, a mean raw score across learning units would not be an accurate index of satisfaction. A decision was made to correct a subject's response to a statement on a given learning unit for the manner in which

all subjects who took that learning unit responded to that statement. Therefore, a subject's response was converted to a Z-score utilizing the mean and standard deviation for all responses of counselors taking a unit to a given statement on that unit. The mean Z-scores across learning units of the resulting Z-scores for each of the five statements were then used as the subject's scores.

One chi square analysis was carried out to determine the relationship of sex to the number of learning units taken. Subjects were divided into two groups on the basis of the number of units taken. Those who took more units than the mean number of units taken were in the high group, while those who took less than the mean were in the low group. The .05 level was used for evaluating the significance of this analysis.

The second area of concern in this investigation was to obtain descriptive data which would facilitate the evaluation of individual learning units. The frequency with which a unit was taken was used as a measure of the perceived usefulness of the topic covered by the learning unit. Responses to the learning unit evaulation form were used as a measure of the quality of presentation of the material in the learning unit. This dealt with the perceived usefulness of the material; speed of presentation; ease of understanding; the supplements' aid to effectiveness of the unit; and the effectiveness of the method of presentation.

Simple randomized design was used in the analysis of variance for each of the five statements from the learning unit evaluation. Rank order on the basis of number of times taken was also obtained. A composite rank order was established on the basis of the computed mean of the six previous rankings.

INDEPENDENT VARIABLES: The following is a list of independent variables and their source.

Adjective Check List (ACL): Seven of the twenty-four subscales were used.

1. Achievement
2. Dominance
3. Endurance
4. Order
5. Intraception
6. Autonomy
7. Change

Minnesota Importance Questionnaire (MIQ): Seven of the twenty subscales were used.

8. Achievement
9. Activity
10. Advancement
11. Compensation
12. Independence
13. Recognition
14. Social Status

Wonderlic Personnel Test (WONDERLIC)

15. The percentile rank equivalent of the total score (compared to college graduates, i.e., B.A. degrees)

SCERC Information Test

16. Total Score

SCERC Counselor Questionnaire

17. Age
18. Marital Status
19. Father's Education
20. Length of Time Since Last Degree Granted
21. Undergraduate Grade-Point Average
22. Training Taken During Past Year
23. Rank Given to Item "Engaging in Further Training"
24. Extent of Help from Current Inservice Training
25. Years of Experience in Counseling and Personnel Work
26. Years of Experience in Rehabilitation Counseling
27. Miles Driven Per Month
28. Hours of Inservice Training Per Month
29. Extent of Supervisor Help for On-the-Job Problems
30. Frequency of Satisfaction with the Job
31. Sex

DEPENDENT VARIABLES: The following is a list of dependent variables and their source.

SCERC Learning Unit Evaluation Form: Upon the completion of a learning unit, counselors were called upon to respond to five statements which were designed to elicit the perceived effectiveness of the unit. Responding consisted of checking either strongly agree, agree, can't say, disagree or strongly disagree. The five statements were:

1. What was covered by this learning unit will be useful in the work of a rehabilitation counselor.

2. The speed with which the ideas were presented in this unit was about right.

3. This learning unit was easy to understand.

4. The supplement(s) helped to make this learning unit effective.

5. Overall, the method of presentation of this topic was effective.

As dependent variables, the responses to the above five statements were used. In addition, total number of learning units taken were used as well.

RESULTS: The purpose of this analysis was to determine the relationship between selected counselor characteristics and (1) participation in continuing education as measured by the number of learning units taken, and (2) satisfaction with the continuing education program as measured by counselor responses to the Learning Unit Evaluation Form. An additional objective of the investigation was to obtain descriptive data which would be of value in evaluating the individual learning units. Since three separate methods of analysis were employed, the presentation of results will be organized according to the method of analysis.

Table 79 shows the frequency of learning units taken by all treatment counselors. The mean number of units taken for the total sample was 8.88. Twenty percent of the total group took no units, while 50% took 6 or more units.

Table 79: Frequency of Learning Units Taken by All Experimental Counselors

| Number of Units Taken | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| 0 | 26 | 20.16 | 20.16 |
| 1 | 9 | 6.98 | 27.13 |
| 2 | 4 | 3.10 | 30.23 |
| 3 | 13 | 10.08 | 40.31 |
| 4 | 5 | 3.88 | 44.19 |
| 5 | 7 | 5.43 | 49.61 |
| 6 | 6 | 4.65 | 54.26 |
| 7 | 7 | 5.43 | 59.69 |
| 8 | 5 | 3.88 | 63.57 |
| 9 | 4 | 3.10 | 66.67 |
| 10 | 1 | 0.78 | 67.44 |
| 11 | 2 | 1.55 | 68.99 |
| 12 | 2 | 1.55 | 70.54 |
| 13 | 1 | 0.78 | 71.32 |
| 14 | 4 | 3.10 | 77.52 |
| 16 | 3 | 2.33 | 79.84 |
| 17 | 3 | 2.33 | 82.17 |
| 18 | 2 | 1.55 | 83.72 |
| 20 | 4 | 3.10 | 86.82 |
| 22 | 1 | 0.78 | 87.60 |
| 23 | 2 | 1.55 | 89.15 |
| 25 | 2 | 1.55 | 90.70 |
| 27 | 1 | 0.78 | 91.47 |
| 29 | 2 | 1.55 | 93.02 |
| 30 | 9 | 6.98 | 100.00 |

Mean = 8.88 Standard Deviation = 9.31 Number of Counselors = 129

Tables 80, 81, and 82 contain a detailed breakdown by state of the number of learning units taken. The mean number of learning units taken in each state (Illinois, 8.71; Iowa 9.12; and Minnesota 8.62) were not significantly different. Approximately 16% of the Illinois counselors, 20% of the Iowa counselors, and 25% of the Minnesota counselors took no learning units during the year in which the project was in effect. Almost 50% of the Iowa and Illinois counselors took seven or more units, while in Minnesota 50% of the counselors took five or more units.

Table 80: Frequency of Learning Units Taken by Illinois Counselors

| Number of Units Taken | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| 0 | 6 | 15.79 | 15.79 |
| 1 | 3 | 7.89 | 23.68 |
| 2 | 3 | 7.89 | 31.58 |
| 3 | 6 | 15.79 | 47.37 |
| 5 | 2 | 5.26 | 52.63 |
| 7 | 2 | 5.26 | 57.89 |
| 8 | 2 | 5.26 | 63.16 |
| 9 | 2 | 5.26 | 68.42 |
| 11 | 2 | 5.26 | 73.68 |
| 14 | 3 | 7.89 | 81.58 |
| 15 | 1 | 2.63 | 84.21 |
| 17 | 1 | 2.63 | 86.84 |
| 30 | 5 | 13.16 | 100.00 |

Mean = 8.71 Standard Deviation = 9.68 Number of Counselors = 38

Table 81: Frequency of Learning Units Taken by Iowa Counselors

| Number of Units Taken | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| 0 | 12 | 20.34 | 20.34 |
| 1 | 3 | 5.08 | 25.42 |
| 2 | 1 | 1.69 | 27.12 |
| 3 | 3 | 5.08 | 32.20 |
| 4 | 4 | 6.78 | 38.98 |
| 5 | 4 | 6.78 | 45.76 |
| 6 | 3 | 5.08 | 50.85 |
| 7 | 5 | 8.47 | 59.32 |
| 8 | 3 | 5.08 | 64.41 |
| 9 | 1 | 1.69 | 66.10 |
| 10 | 1 | 1.69 | 67.80 |
| 12 | 1 | 1.69 | 69.49 |
| 13 | 1 | 1.69 | 71.19 |
| 15 | 3 | 5.08 | 76.27 |
| 16 | 1 | 1.69 | 77.97 |
| 17 | 2 | 3.39 | 81.36 |
| 18 | 2 | 3.39 | 84.75 |
| 20 | 1 | 1.69 | 86.44 |
| 22 | 1 | 1.69 | 88.14 |
| 23 | 2 | 3.39 | 91.53 |
| 29 | 2 | 3.39 | 94.91 |
| 30 | 3 | 5.08 | 100.00 |

Mean = 9.12 Standard Deviation = 9.11 Number of Counselors = 59

Table 82: Frequency of Learning Units Taken by Minnesota Counselors

| Number of Units Taken | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| 0 | 8 | 25.00 | 25.00 |
| 1 | 3 | 9.37 | 34.38 |
| 3 | 4 | 12.50 | 46.88 |
| 4 | 1 | 3.12 | 50.00 |
| 5 | 1 | 3.12 | 53.13 |
| 6 | 3 | 9.37 | 62.50 |
| 9 | 1 | 3.12 | 65.63 |
| 12 | 1 | 3.12 | 68.75 |
| 14 | 1 | 3.12 | 71.88 |
| 16 | 2 | 6.25 | 78.13 |
| 20 | 3 | 9.37 | 87.50 |
| 25 | 2 | 6.25 | 93.75 |
| 27 | 1 | 3.12 | 96.88 |
| 30 | 1 | 3.12 | 100.00 |

Mean = 8.62 Standard Deviation = 9.54 Number of Counselors - 32

Table 83 contains a list of the independent variables used in the investigation. Information provided relative to each variable includes the number of observations, mean and standard deviation.

Table 83: Independent Variables, Number of Observations, Means and Standard Deviations

| Variable Name | Number of Observations | Mean | Standard Deviation |
|---|---|---|---|
| Achievement (ACL) | 127 | 56.6 | 10.3 |
| Dominance | 127 | 55.9 | 10.6 |
| Endurance | 127 | 55.3 | 9.8 |
| Order | 127 | 52.4 | 9.6 |
| Intraception | 127 | 55.4 | 10.8 |
| Autonomy | 127 | 49.4 | 10.8 |
| Change | 127 | 48.6 | 9.3 |
| Achievement (MIQ) | 128 | 16.5 | 2.4 |
| Activity | 128 | 5.0 | 3.6 |
| Advancement | 128 | 13.4 | 3.5 |
| Compensation | 128 | 10.8 | 4.4 |
| Independence | 128 | 4.3 | 4.2 |
| Recognition | 128 | 11.3 | 4.0 |
| Social Status | 128 | 14.6 | 4.5 |
| Wonderlic (percentile rank) | 126 | 54.9 | 24.9 |
| SCERC Information Test (total score) | 128 | 148.2 | 23.7 |
| Age | 127 | 36.2 | 10.4 |
| Marital Status | 126 | 1.9 | 0.5 |
| Father's Education | 128 | 2.6 | 1.6 |
| Length of Time Since Last Degree | 122 | 4.0 | 2.0 |
| Undergraduate Grade-Point Average | 120 | 2.7 | 0.4 |
| Training Taken During Past Year | 128 | 3.0 | 1.8 |
| Rank Given to Item "Engaging in Further Training" | 119 | 2.3 | 1.2 |
| Extent of Help from Current Inservice Training | 122 | 3.3 | 1.8 |
| Years of Experience in Counseling & Personnel Work | 128 | 3.6 | 2.0 |
| Years of Experience in Rehabilitation Counseling | 128 | 2.3 | 1.5 |
| Miles Driven per Month | 117 | 3.5 | 1.4 |
| Hours of Inservice Training per Month | 128 | 4.1 | 1.8 |
| Extent of Supervisory Help for On-the-Job Problems | 124 | 3.1 | 1.3 |
| Frequency of Satisfaction with the Job | 127 | 5.6 | 0.9 |

CORRELATION ANALYSIS: Listed in Table 84 are the combinations of a dependent variable with a single independent variable which resulted in correlation coefficients that were significant at the .05 level.

The results presented in Table 84 indicate that older counselors tended to be more satisfied with the speed of presentation of ideas in the learning units (R = .39).

One possible explanation of these findings is that the older counselors are less knowledgeable in the areas covered by the learning units and, therefore, were more comfortable with the relatively slow paced, detailed method of presentation employed in the units. This hypothesis is somewhat substantiated by the low negative correlation coefficient (R = -.22) observed between age and initial information scores.

Table 84: Correlation Coefficients Significant at the .05 Level

| Dependent Variable | Independent Variable | Correlation Coefficient |
|---|---|---|
| Units Taken | Length of time since last degree granted | .37 |
| Statement 2 (speed of presentation) | Age | .39 |
| Statement 5 (Effectiveness of presentation) | Age | .31 |
| Units taken | Age | .25 |
| Units taken | Importance of further training | .25 |
| Statement 2 (speed of presentation) | Length of time since last degree granted | .27 |
| Statement 2 | Experience in counseling and personnel work | .30 |
| Statement 3 (ease of understanding) | Dominance (ACL) | .28 |
| Statement 4 (supplement's help) | Advancement (MIQ) | -.27 |
| Statement 5 (effectiveness of presentation) | Extent of help from current inservice training | .26 |
| Statement 5 | Experience in counseling and personnel work | .26 |

In addition age was found to be related to the number of units taken (R=.25). This finding, taken with the fact that length of time since the last degree was granted was related to the number of learning units taken (R=.37), pointed to a relationship between these two independent variables. Upon investigation, it was found that a moderately high relationship did exist between them (R=.68).

The overall effectiveness of the presentation of the learning units (statement 5) was found in this analysis to be related to two additional variables. Experience in counseling and guidance was correlated with the previously reported variable, age. The new variable was extent of help from current inservice training (R=.26). Those who perceive current inservice training as being most often helpful tend to more strongly agree that the method of presentation of the topic was effective.

In reviewing these results of the correlational analysis it appears that there are only three meaningful relationships present.

1. The greater the length of time since the last degree was granted the more likely a counselor is to take learning units.

2. The older a counselor is the more likely he is to be satisfied with the speed of presentation of the ideas in the learning units.

3. The more helpful the counselor perceives the agency's programs of in-service training to be the more likely he is to feel satisfied with the speed of presentation of the ideas in the learning units.

Subjects were asked on the Counselor Questionnaire to rank the following statements in terms of their importance in being promoted or obtaining a pay increase:

Being in the right place at the right time.
Conforming and playing politics.
Engaging in further training.
Producing 26-closures (case closed rehabilitated).
Having an M.A. degree in Rehabilitation Counseling.

It was found that subjects who ranked "engaging in further training" as important tended to take more learning units (R = .25).

Two factors were found which related to the perceived appropriateness of the speed of presentation of the learning units. They were length of time since last degree granted (R=.27), and experience in counseling and guidance (R=.30). Once again age, of course, is related. Age was found to also be moderately highly correlated with experience in counseling and guidance (R=.66).

The Adjective Check List produced one scale which was found to be related to the reported ease of understanding the learning units (R=.28). The scale was dominance which is defined as the need "to seek and sustain leadership roles in groups or to be influential and controlling in individual relationships." This might suggest that the person with a high need to be perceived as a leader would not want to express any difficulty in understanding material related to his profession.

The Minnesota Importance Questionnaire produced one scale which was related to the perceived help provided by the supplements in making the unit effective. Advancement was negatively correlated to this Learning Unit Evaluation statement (R= -.27). This relationship could either be expressed as the more a counselor was interested in advancement, the less help he saw the supplements providing; or the less need he had for advancement in employment, the more help he saw the supplements providing. Neither of these interpretations seem to offer much potential for bettering our understanding of rehabilitation counselors.

The relationship between a counselor's sex and the number of learning units taken was examined by means of a Chi Square analysis. The sample was separated into two groups on the basis of the number of units taken. The mean number of units taken was used as the separating point to divide "high takers" from "low takers." Table 85 shows the results of this analysis. The observed Chi Square of .04 was not significant at the .05 level.

The Chi Square analysis of the number of units taken by sex of the counselor indicated that sex was not a significant factor in determining who took units.

Table 85: Chi Square Analysis of Units Taken by Sex

| | Male | Female | Total |
|---|---|---|---|
| High Takers | 37 | 11 | 48 |
| Low Takers | 64 | 17 | 81 |
| Total | 101 | 28 | 129 |

DF = 1 Chi Square = .04

One of the features of the SCERC project was a provision for feedback of all test results to the participating counselors. As a part of this procedure, counselors were given a profile of their scores on the 30 sections of the SCERC Information Test. These sections corresponded to material covered in the 30 learning units which comprised the training package. It was hypothesized that if the counselor were made aware of the fact that he had limited knowledge in a particular area, he would be motivated to remedy this by taking learning units. This hypothesis was not born out by the results of this investigation. Although those with low total Information Test scores did tend to take more learning units, the relationship was quite low (R = -.17).

DESCRIPTIVE DATA ON LEARNING UNITS: One of the stated objectives of this investigation was to obtain descriptive data for use in evaluating individual learning units. Table 86 is the first of several tables presenting information relative to this objective. This table lists the learning unit titles in rank order, with ranking being on the basis of the number of times the unit was taken.

Table 86: Learning Units Rank Ordered on Number of Times Taken

| Rank Order | Unit Title | Number of Times Taken |
|---|---|---|
| 1 | Anatomy and Physiology I | 56 |
| 2 | Understanding Medical Terminology | 50 |
| 3 | Personality Tests | 47 |
| 4 | Intelligence Tests | 45 |
| 5 | Multiple Aptitude Tests I | 44 |
| 6 | Job Analysis in Vocational Placement | 43 |
| 6 | Understanding Norms | 43 |
| 6 | Anatomy and Physiology II | 43 |
| 6 | The Management of Counseling Strategies for Dealing with Dependent and Hostile Clients | 43 |
| 10 | Privileged Communication and the Rehabilitation Counselor | 42 |
| 11 | Interest Tests | 41 |
| 12 | The Management of Counseling Strategies for Dealing with the Mentally Retarded Client | 38 |
| 12 | The Co-Management of Counseling for Developing Initial Client Exploratory Behavior and Vocational Planning | 38 |
| 14 | Scholastic and Achievement Tests | 35 |
| 14 | The Counselor as the Manager of Counseling Strategies: A Developmental Model | 35 |
| 16 | Assessing Client Work Information | 34 |
| 16 | Understanding Basic Statistics | 34 |
| 16 | The Arthritides | 34 |
| 19 | The Initial Interview | 33 |
| 19 | Test Interpretation | 33 |
| 21 | Anatomy and Physiology III | 32 |
| 22 | Collecting Information from the Client | 30 |
| 22 | Placement in Vocational Rehabilitation | 30 |
| 24 | Prevocational Evaluation | 29 |
| 25 | Multiple Aptitude Tests II | 27 |
| 26 | The Management of Counseling Strategies for Dealing with the Third Person | 26 |
| 27 | Psychological Aspects of Disability | 25 |
| 28 | Occupational Information | 22 |
| 29 | The Management of Counseling Strategies for Client Task Assignment and Followup | 20 |
| 30 | Using Occupational Information in Counseling | 18 |

In Table 87 are found the over-all frequencies of each possible response (strongly agree, agree, can't say, disagree, strongly disagree) to Learning Unit Evaluation statement one. The per cent of occurrence of each response is also given. Responses were coded one through five which corresponded to strongly disagree through strongly agree. Tables 88 through 92 are of the same nature except that they present data corresponding to Learning Unit Evaluation statements two through four. These data are over all learning units taken.

Table 87: Frequency of Response for Statement One on the Learning Unit Evaluation Form

What was covered by this learning unit will be useful in the work of the rehabilitation counselor.

| Response Category | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| Strongly Disagree | 4 | 0.38 | 0.38 |
| Disagree | 33 | 3.10 | 3.48 |
| Can't Say | 70 | 6.59 | 10.07 |
| Agree | 644 | 60.58 | 70.65 |
| Strongly Agree | 312 | 29.35 | 100.00 |

Mean = 4.16 Standard Deviation = 0.72 Number of Responses = 1063

Table 88: Frequency of Response for Statement Two on the Learning Unit Evaluation Form

The speed with which the ideas were presented in this unit was about right.

| Response Category | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| Strongly Disagree | 20 | 1.89 | 1.89 |
| Disagree | 91 | 8.58 | 10.46 |
| Can't Say | 69 | 6.50 | 16.97 |
| Agree | 696 | 65.60 | 82.56 |
| Strongly Agree | 185 | 17.44 | 100.00 |

Mean = 3.88 Standard Deviation = 0.86 Number of Responses = 1061

Table 89: Frequency of Response for Statement Three on the Learning Unit Evaluation Form

This Learning Unit was easy to understand.

| Response Category | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| Strongly Disagree | 11 | 1.04 | 1.04 |
| Disagree | 63 | 5.97 | 7.01 |
| Can't Say | 53 | 5.02 | 12.04 |
| Agree | 695 | 65.88 | 77.91 |
| Strongly Agree | 233 | 22.09 | 100.00 |

Mean = 4.02 Standard Deviation = 0.78 Number of Responses = 1055

Table 90: Frequency of Response for Statement Four on the Learning Unit Evaluation Form

The supplement(s) helped to make this Learning Unit effective.

| Response Category | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| Strongly Disagree | 18 | 1.72 | 1.72 |
| Disagree | 67 | 6.40 | 8.12 |
| Can't Say | 141 | 13.47 | 21.59 |
| Agree | 583 | 55.68 | 77.27 |
| Strongly Agree | 238 | 22.73 | 100.00 |

Mean = 3.91 Standard Deviation = 0.88 Number of Responses = 1047

Table 91: Frequency of Response for Statement Five on the Learning Unit Evaluation Form

Overall, the method of presentation of this topic was effective.

| Response Category | Frequency | Percent | Cumulative Percent |
|---|---|---|---|
| Strongly Disagree | 7 | 0.66 | 0.66 |
| Disagree | 73 | 6.87 | 7.53 |
| Can't Say | 105 | 9.89 | 17.42 |
| Agree | 699 | 65.82 | 83.24 |
| Strongly Agree | 178 | 16.76 | 100.00 |

Mean = 3.91 Standard Deviation = 0.77 Number of Responses = 1062

The data presented in these tables indicates that, overall, counselors found the learning units to be an agreeable approach to inservice training.

However, the individual learning units did vary in their acceptability to the counselor. In Table 92 are found the five summary tables for group analysis of variance carried out on each of the statements of the Learning Unit Evaluation Form. All five of the obtained F values were significant beyond the .05 level. In effect, it is a test for differences between learning units on the perceptions counselors held toward that unit on each of the five dimensions on the Learning Unit Evaluation Form.

Table 92: Summary Table for a Simple Randomized Design Analysis of Variance for Each Learning Unit Statement

| | Source | DF | SS | MS | F |
|---|---|---|---|---|---|
| Statement One | G | 29 | 50.621 | 1.746 | 3.834* |
| | W | 1040 | 473.548 | 0.455 | |
| | T | 1069 | 524.169 | | |
| Statement Two | G | 29 | 41.459 | 1.430 | 2.001* |
| | W | 1040 | 742.938 | 0.714 | |
| | T | 1069 | 784.387 | | |
| Statement Three | G | 29 | 105.027 | 3.622 | 6.965* |
| | W | 1040 | 540.790 | 0.520 | |
| | T | 1069 | 645.817 | | |
| Statement Four | G | 29 | 157.428 | 5.429 | 8.697* |
| | W | 1040 | 649.137 | 0.624 | |
| | T | 1069 | 806.565 | | |
| Statement Five | G | 29 | 43.675 | 1.506 | 2.667* |
| | W | 1040 | 587.241 | 0.565 | |
| | T | 1069 | 630.917 | | |

* $p < .05$
G = Variation between groups of counselors taking each learning unit, i.e., 30 groups.
W = Variation within groups.

When the units were rank ordered on the basis of mean rating received on each statement, a rather clear pattern emerged. Rankings on the basis of responses to statements one, two, three and five produced very similar results. Table 93 presents the results of correlations computed among the five rank-orderings of learning units on the basis of mean ratings for each Learning Unit Evaluation Form statement.

Table 93: Correlations Between Rank Ordered Position of a Learning Unit on the Five Learning Unit Evaluation Form Statements and the Composite Rank

| | Statement One | Statement Two | Statement Three | Statement Four | Statement Five | Composite Rank |
|---|---|---|---|---|---|---|
| Statement One | 1.00 | | | | | |
| Statement Two | 0.78 | 1.00 | | | | |
| Statement Three | 0.74 | 0.88 | 1.00 | | | |
| Statement Four | 0.21 | 0.01 | 0.13 | 1.00 | | |
| Statement Five | 0.80 | 0.83 | 0.86 | 0.35 | 1.00 | |
| Statement Six | 0.87 | 0.86 | 0.90 | 0.42 | 0.94 | 1.00 |

Rankings received on the basis of responses to statement four were not highly related to the other rankings. Apparently it was possible for a unit to be perceived as useful and effective, without the supplements being seen as helpful in making the learning unit effective. It was felt, however, that sufficient agreement was demonstrated to warrant the use of the obtained information in evaluating the learning units. A rather clear pattern emerged, for example, in which the measurement type learning unit such as Basic Statistics, were ranked relatively low. This may be more a function of some general dislike for, or difficulty in comprehending material related to statistics, rather than the quality of these learning units.

Table 94 provides data on the rank-order of all learning units on the basis of the average ranking over the five Learning Unit Evaluation Form Statements.

Table 94: Learning Units Rank-Ordered on the Basis of the Mean Ranking on the Five Learning Unit Evaluation Form Statements

| Rank Order | Unit Title |
|---|---|
| 1 | Understanding Medical Terminology |
| 2 | Using Occupational Information in Counseling |
| 3 | Job Analysis in Vocational Placement |
| 4 | The Counselor as the Manager of Counseling Strategies: A Developmental Model |
| 5 | Privileged Communication and the Rehabilitation Counselor |
| 6 | The Management of Counseling Strategies for Dealing with the Mentally Retarded Client |
| 7 | Anatomy and Physiology III |
| 7 | Collecting Information from the Client |
| 9 | The Initial Interview |
| 10 | The Management of Counseling Strategies for Dealing with Dependent and Hostile Clients |
| 11 | The Management of Counseling Strategies for Client Task Assignment and Follow-up |
| 12 | The Arthritides |
| 13 | Placement in Vocational Rehabilitation |
| 14 | The Co-Management of Counseling for Developing Initial Client Exploratory Behavior and Vocational Planning |
| 15 | The Management of Counseling Strategies for Dealing with the Third Person |
| 16 | Assessing Client Work Information |
| 17 | Psychological Aspects of Disability |
| 18 | Anatomy and Physiology I |
| 19 | Prevocational Evaluation |
| 20 | Interest Tests |
| 20 | Scholastic and Achievement Tests |
| 22 | Occupational Information |
| 23 | Understanding Norms |
| 24 | Personality Tests |
| 24 | Anatomy and Physiology II |

Table 94: Continued

| Rank Order | Unit Title |
|---|---|
| 26 | Test Interpretation |
| 27 | Multiple Aptitude Tests I |
| 28 | Multiple Aptitude Tests II |
| 29 | Intelligence Tests |
| 30 | Understanding Basic Statistics |

## Section B: Conclusions

The data in Chapter V reflect the relationships of counselor personal characteristics to participation in and satisfaction with the SCERC learning units. Few relationships were found, and those that were found were relatively weak. Below are listed the conclusions which were derived from examination of the data.

1. The greater the length of time since the last degree was granted, the more likely a counselor is to take learning units.

2. The older a counselor is, the more likely he is to be satisfied with the speed of presentation of the ideas in the learning units.

3. The more helpful the counselor perceives the agency's program of inservice training to be, the more likely he is to feel satisfied with the speed of presentation of the ideas in the learning units.

4. The amount of knowledge of material considered to be essential to the rehabilitation counselor, as measured by total score on the SCERC Information Test, was not a significant factor in determining the number of learning units taken by each counselor.

5. The counselor's sex was not related to the number of learning units taken.

6. The learning unit rankings developed from the ratings on the Learning Unit Evaluation Form were sufficiently consistent to warrant their use in evaluating the quality of the learning units.

In general, it must be said that these selected personal variables do not account for much variation either in participation in an experimental program of continuing education or satisfaction with that training. This suggests that extrinsic variables such as status, job advancement and monetary rewards may prove to be the most effective motivators in continuing education. This possibility was suggested by Miller and Obermann (1969).

Another possible source of motivation may be the agency employing the counselor. Its influence could be conveyed to the counselor through general philosophy and practices or more directly through its middle management people. However, in view of the fact that the number of units taken by the three states in this investigation did not differ, it may well be that such an agency effect is relatively constant.

The use of a pretest to assess the counselors' weaknesses and need for further training does not seem to have been a productive effort, when total score of the pretest is used as an indicator. It was anticipated that by making the results of the information pretest known to the counselor, he would be motivated to seek training in the areas where he was lacking. The results based on the total score of the pretest indicated that this did not happen. Before the idea of using a pretest in this manner is completely abandoned, however, one further step must be taken. The individual subtest scores will be compared to the actual units taken to determine if extremely low scores on a particular subtest resulted in the counselor taking that learning unit.

A general observation may be made with respect to the level of functioning of this group of counselors. As a group they functioned quite favorably with respect to the college norms on the Wonderlic. This should suggest to educators that materials prepared for such a group may be built at a reasonably high level.

It must be remembered that the current investigation used only those who were available for the entire year during which the research was carried out. This means that those counselors who left the study because of leaving the agency or being promoted, were not included. A comparison of the characteristics of those counselors leaving the agency would be of interest.

Another area for further investigation is the characteristics of the approximately 25% of the sample who took no learning units. A comparison of the characteristics of this group with the characteristics of those subjects taking learning units might show some meaningful areas of difference.

# CHAPTER VI

## The Relationship of Counselor Training and Experience with Counselor Knowledge and Participation in the Experimental Continuing Education Program


### Summary

The analysis reported in Chapter VI is concerned with the relationships between levels of rehabilitation counselor training and experience and (1) counselor knowledge of rehabilitation principles and practices as measured by the SCERC Information Test, as well as (2) counselor participation in the experimental continuing education program as measured by completion of learning units during the initial five months of the project year.

A sample of 270 rehabilitation counselors from the three state project area (Illinois, Iowa, and Minnesota) were given the 300-item Information Test at the beginning of the project year. The 300-item test was based on thirty 10-item subtests which, in turn, were based on the content of the thirty learning units. The 300-item test was administered in two separate sittings, under standard procedures, with the assistance of research helpers in each office. The analysis of rehabilitation counselor knowledge was based on the total Information Test score and on three additional test scores obtained by organizing the 300 items under three general areas: Counselor-Client Interaction, Information Processing and Resource Procurement.

Of the 270 rehabilitation counselors, 150 had an opportunity to voluntarily complete learning units as part of the experimental training program during a five month period. Analysis of inservice training participation was based on the number of learning units completed by the 150 counselors during that period.

The first independent variable, rehabilitation counselor training, had three levels: Trained, Somewhat Trained, and Untrained, based on a combination of college graduate major and highest degree attained. The second independent variable, experience, also had three levels: less than 1 year, 1-2 years, and 3 years and over. Because of disproportionate numbers in the nine groups, the least squares analysis of variance technique was used. Five such analyses were carried out using the four information test scores and number of learning units taken. Whenever F ratios obtained indicated a significant difference, the Tukey (a) test was employed to determine differences betweem means for the main effects of training and experience.

In general, higher levels of training were found to be associated with higher scores on the information test. There was no evidence found to indicate significant differences in the amount of knowledge of rehabilitation practices and procedures between counselors with differing levels of rehabilitation counseling experience. There was no evidence to suggest a relationship between either levels of training or experience and voluntary participation in the experimental training program.


### Section A: A Brief Review

Graduate rehabilitation counselor training programs are based on the assumption that the skill and knowledge accrued during training will carry over to the employment situation. Thus far, this has not been demonstrated unequivocally. In fact, after 15 years of graduate training programs in rehabilitation counseling, there is little evidence that trained counselors are more effective than untrained.

It is generally assumed that graduates of rehabilitation counselor training programs have higher levels of knowledge in the areas considered relevant to successful job performance. There is no strong support for this assumption and no studies reported in the literature making such comparisons between practicing trained and untrained rehabilitation counselors.

However, the Professional Examination Service (1967) has described the development of the Graduate Examination in Rehabilitation Counseling, a multiple choice examination representing the seven content areas listed in the previous section. Mean differences between entering and graduating rehabilitation counseling students at 23 colleges and universities on total score and all seven subscores were found to be significant at the .01 level.

Muthard and Miller (1963) reviewed state agency practices in evaluating counselors. All agencies, regardless of type, were found to order ability and knowledge first, performance second, and personal traits last.

Wright, Smits, Butler, and Thoreson (1968) surveyed the perceptions of 280 rehabilitation counselors from nine state agencies in terms of how the counselors might be responsible for problems in counseling and vocational planning. The most frequently reported way in which the counselor himself can be the cause of problems was lack of knowledge or skill in any of the areas in which he has responsibilities. This was reported by 44% of the counselors.

Although knowledge and academic achievement are considered valuable, there is conflicting evidence with respect to the relationship between measures of counselor knowledge and subsequent job performance. Two studies using school counselors as subjects are relevant here.

The first (Johnston, 1966) provides some evidence that educators and administrators may use different standards in judging counselor job performance. Johnston studied the relationship between practicum ratings of school counselors with their later job performance ratings by administrators. He found the practicum ratings related to comprehensive test scores, but not administrators' ratings. The administrators' ratings were judged to be independent of retentive measures in guidance.

In a second study (Joslin, 1965), correlational analyses were used to test hypotheses regarding relationships between counselor trainees' knowledge of counseling and counseling competence. Ratings of 39 NDEA enrollees for counseling competence, based on randomly selected tape recorded interview samples, were correlated with an achievement test designed to assess knowledge of counseling. Only three of twenty-two hypothesized relationships were supported. The consistently low correlations between levels of knowledge and counseling competence led Joslin to conclude that emotional or attitudinal factors should be given greater consideration in counselor preparation. He viewed his findings as evidence for doubting the effectiveness of counselor education programs composed entirely of didactic courses.

Jaques (1959) studied a group of 341 state agency counselors. Comparisons between trained and untrained counselors were made and several significant differences were found. The inability to establish or develop a counseling relationship was reported more frequently by trained counselors as a primary reason for ineffective counseling. Trained counselors also reported more frequently that failure to recognize a client's readiness for services had a bearing on ineffective counseling. Giving the client an ineffective interpretation of professional judgments, arrived at by either the counselor or other professionals, was reported more frequently by trained counselors as the primary reason for ineffective counseling. Trained counselors also reported more frequently that counselor-client collaboration with neither dominating the relationship was a major reason for effective counseling. Untrained counselors were found to report more frequently that advising or directing the client toward accepting the counselor's point of view with minimum client involvement was responsible for effective counseling.

One conclusion is that trained counselors can be prepared in graduate training programs to be more sensitive to the importance of creating and maintaining a "therapeutic climate" and a satisfactory interpersonal relationship between themselves and clients. Experience did not have an important bearing on the types of effective or ineffective behaviors reported by the counselors studied.

Smits, Wright, and Butler (1968) compared trained and untrained rehabilitation counselors in terms of client, counselor, agency, and community characteristics as sources of problems. Trained counselors were found to report a greater incidence of concern for problems arising from certain agency characteristics, such as: large caseloads and pressure for rehabilitation closures, excessive clerical work with inadequate clerical assistance, and lack of funds. Lack of facilities within the community was also reported by trained counselors significantly more frequently as a factor causing problems in vocational planning. The authors concluded, "trained counselors seem to have introjected a model of rehabilitation which is more idealistic than the typical agency model."

The rehabilitation counselor shortage over the past decade has resulted in the use of less than professionally trained rehabilitation workers in a variety of settings. Attempts to use aides, technicians, and subprofessionals have been tried with assertions that individuals with less than full professional training can successfully carry on counseling activities.

There is some evidence to support such assertions. For example, Magoon and Golann (1966) found that mature women trained over a two year period by the National Institute of Mental Health were rated average or above by their supervisors when compared with new therapists regardless of the discipline.

Two studies of accuracy of prediction (Bradley and Stein, 1965; Fretz, 1965) offer conflicting results. Bradley and Stein had counselors, ranging in experience from 1 to 10 years, make predictions concerning the extent to which 135 counselees discharged from a Veterans Administration hospital would follow the vocational rehabilitation plan. They found experienced rehabilitation counselors made more accurate predictions but with little increase in accuracy beyond five years of experience. They recommend controlling for experience on any study of counselor effectiveness with the experience being specific to the task being evaluated. Fretz had three groups of counselors (experienced counseling psychologists, Ph.D. interns, and beginning counseling psychology students) make predictions about counselees in a college counseling center. The predictions based on case records included: (1) change of college within the university, (2) number of college years to be completed, (3) final grade-point average, (4) vocational level, and (5) vocational field. No significant differences in accuracy of prediction between training levels were found.

A study by Johnson and Koch (1968) appears to refute conclusions that untrained counselors perform at more effective levels than professional counselors. However, the study provided little support for the opposite contention; that the untrained are less effective. State rehabilitation counselors were evaluated on three performance criteria: development of facilitative interpersonal relationships, client satisfaction with the rehabilitation process, and client success after closure. The hypothesis tested was that state agency rehabilitation counselors with a master's degree were more effective than state agency rehabilitation counselors with less than a master's degree and without specific training in rehabilitation counseling or related areas. There were no significant differences between the groups. Comparisons of performance showed that educated counselors from one training program and high functioning counselors (those rated high on warmth, empathy, and genuineness), regardless of educational background, were more effective.

Another investigation (Joint Liaison Committee, Studies in Rehabilitation Counselor Training, 1963) does provide some evidence supporting the value of graduate training. The Committee sent questionnaires to all former trainees for whom they had addresses. Of 958 questionnaires sent,57% were returned and usable. Data from the returned questionnaires were grouped on the basis of training level. Comparisons were made among the training levels on the basis of overall performance ratings and supervisors' ratings of the counselor's skill and knowledge. Both groups of trained counselors received significantly (.05 level) higher skill and knowledge ratings.

The difficulty of demonstrating the efficacy of training programs is not limited to rehabilitation counseling. Carkhuff (1966a) reviewed the literature concerning traditional counseling and clinical programs in terms of their demonstrated translation to client benefits. He concluded, "There is no well designed, controlled and implemented studies assessing the efficacy of training programs." The possibility, then, exists that training effects are obscured by the experimental designs that have been used. A second difficulty has been the determination of acceptable performance criteria. Ideally, counseling technique and counselor-client relationships would be logical starting points in the evaluation of rehabilitation counselor performance. However, previous studies suggest that the majority of his time is taken up with non-counseling functions. He could be evaluated soley on the basis of production criteria, for example, number of clients rehabilitated, but there is tentative agreement in many quarters that this is not satisfactory either.

The variety of job roles is probably one reason for the difficulty in selecting good criteria for discriminating between effective and ineffective counselors, and between counselors with different levels of training. As long as the rehabilitation counselor continues to function in settings requiring him to be a "jack-of-all-trades," it will be difficult to find a single criterion with which to evaluate his performance. Counseling, although a major role, will have to be studied in relation to other aspects of his job.

One area receiving little attention is the extent of rehabilitation counselor knowledge of rehabilitation principles and practices. The fact that it has been difficult to demonstrate differences in effectiveness between counselors with different levels of training, suggests the possibility that knowledge gained in graduate programs is "picked up" and used effectively by untrained counselors on the job. However, there are no studies reported in the literature comparing trained and untrained counselors on the basis of counseling or rehabilitation knowledge. There is also a lack of information concerning the extent to which inservice training compensates for lack of formal graduate training.

## Section B: Results

The primary objectives of this investigation were to study the relationships between levels of rehabilitation counselor training and experience and (1) rehabilitation counselor knowledge of rehabilitation principles and practices as measured by SCERC Information Test results as well as (2) rehabilitation counselor participation in available inservice training as measured by completion of learning units.

The classification of rehabilitation counselor level of training used was:

> Trained--counselors with a master's or a doctorate in college student personnel, school counseling, psychology, rehabilitation counseling, social work, or counseling and guidance.
>
> Somewhat Trained--counselors with a bachelor's degree plus some graduate work but no degree in college student personnel, school counseling, psychology, rehabilitation counseling, social work, or counseling and guidance.
>
> Untrained--counselors not fitting the criteria for Somewhat Trained or Trained listed above, regardless of other educational attainments.

The experience (as a rehabilitation counselor) breakdown for the 270 counselors with measures on the Information Test was: less than 1 year, 103; 1 to 2 years, 97; 3 or more years, 70.

Table 95: Number of Rehabilitation Counselors Used in Analysis of Information Test Scores by Training and Experience Levels

| Experience Level | Training Level | | | |
|---|---|---|---|---|
| | Trained | Somewhat Trained | Untrained | Total |
| Less than 1 Year | 21 | 21 | 61 | 103 |
| 1-2 Years | 17 | 27 | 53 | 97 |
| 3 Years and Over | 18 | 21 | 31 | 70 |
| Total | 56 | 69 | 145 | 270 |

Table 96: Number of Rehabilitation Counselors Used in Analysis of Number of Learning Units Taken by Training and Experience Levels

| Experience Level | Training Level | | | |
|---|---|---|---|---|
| | Trained | Somewhat Trained | Untrained | Total |
| Less than 1 Year | 14 | 13 | 27 | 54 |
| 1 to 2 Years | 6 | 19 | 30 | 55 |
| 3 Years and Over | 11 | 14 | 16 | 41 |
| Total | 31 | 46 | 73 | 150 |

The thirty 10-item subtests from the initial SCERC Information Test were combined to obtain three separate information scores: (1) Counselor-Client Interaction, (2) Information Processing, and (3) Resource Procurement. These separate information scores were formed by combining the following learning units.

Counselor-Client Interaction

The Initial Interview
Collecting Information from the Client
Test Interpretation
Using Occupational Information in Counseling
The Management of Counseling Strategies for Dealing with the Third Person
The Management of Counseling Strategies for Dealing with Dependent and Hostile Clients
The Management of Counseling Strategies for Dealing with the Mentally Retarded Client
The Counselor as the Manager of Counseling Strategies: A Developmental Model
The Co-Management of Counseling for Developing Initial Client Exploratory Behavior and Vocational Planning
The Management of Counseling Strategies for Client Task Assignment and Follow-up

Information Processing

Job Analysis in Vocational Placement
Intelligence Tests
Interest Tests
Scholastic and Achievement Tests
Multiple Aptitude Tests I
Personality Tests
Assessing Client Work Information
Understanding Norms
Understanding Basic Statistics
Understanding Medical Terminology
Anatomy and Physiology I
Anatomy and Physiology II
Anatomy and Physiology III
The Arthritides
Psychological Aspects of Disability
Privileged Communication and the Rehabilitation Counselor
Multiple Aptitude Tests II

Resource Procurement

Occupational Information
Prevocational Evaluation
Placement in Vocational Rehabilitation

The Kuder-Richardson Formula 20 reliability estimates and Spearman-Brown corrections for each of the information tests and the total test are reported in Table 97 for 244 of the 270 counselors.

Table 97: Reliability Estimates for Information Tests and Total Test (N = 244)

| Information Tests | No. Items | KR-20 | Spearman-Brown |
|---|---|---|---|
| Total | 300 | .90 | .95 |
| Information Processing | 170 | .84 | .91 |
| Counselor-Client Interaction | 100 | .77 | .87 |
| Resource Procurement | 30 | .52 | .68 |

Table 98 presents the intercorrelations of the three information tests and the correlations of each of these with the total test.

Table 98: Intercorrelations of Information Test Scores Based on the 244 Rehabilitation Counselors Used in the Analysis

| Information Tests | Information Tests | | |
|---|---|---|---|
| | Information Processing | Resource Procurement | Total Test |
| Counselor-Client Interaction | .74 | .56 | .80 |
| Information Processing | | .61 | .96 |
| Resource Procurement | | | .70 |

Since a training by experience analysis of variance design required proportionality, a decision had to be made with respect to the problem resulting from unequal cell frequencies. Discarding some cases was considered, but would have resulted in the loss of a relatively large number of subjects. Textbook authors have not, in general, gone into great detail with regard to the problem of handling lack of proportionality or unequal N's. Some suggest avoiding the problem in the first place. Ferguson (1966), for example, states:

> In general, because of the complications associated with unequal frequencies, it is advisable, whenever possible, to design experiments with an equal number of cases in the subclass, although for the fixed model proportionate numbers of cases in the subclasses will introduce no bias. The investigator will thereby avoid a number of inconvienent complexities (p. 323).

Winer (1962) has discussed both an unweighted means analysis and a least squares solution to the problem of unequal cell frequencies. The unweighted means solution as he describes it, treats the cells as if they were equal "... at least with regard to the computation of main effects and interaction effects" (p. 222). Winer limits the use of an unweighted means analysis in the case of unequal N's to situations where the original plan was for equal N's and the loss of N's was random (not associated with the experimental variables). Since the unequal N's in this investigation were not due to a random loss, such an analysis did not seem appropriate.

Winer also has discussed a least squares solution and a general method of non-orthogonal analysis is described by Kempthorne (1952). Because of the non-orthogonality the least squares solution appeared most appropriate.

Five analyses of variance were performed, using training and experience as the classification variables, each with three levels as shown in Tables 95 and 96. The five criterion measures used were: (1) Total Information Test score, (2) Counselor-Client Interaction score, (3) Information Processing score, (4) Resource Procurement score (N=270), and (5) number of learning units taken (N=150).

Whenever the overall F test was significant at the .05 level, the Tukey (a) method of making posteriori tests on the differences between all possible pairs of means was used at the same alpha level (Winer, 1963).

Results of four analyses are reported in Tables 99 through 102. Essentially the same results were obtained for each of the information tests; a significant F for the training effect, nonsignificant F's for both experience and interaction.

Table 99: Analysis of Variance for Effects of Levels of Training and Experience Upon Total Information Test Score

| Source | DF | SS | MS | F |
|---|---|---|---|---|
| Training | 2 | 19232.82 | 9616.41 | 18.40* |
| Experience | 2 | 1332.63 | 666.31 | 1.28 |
| Training x Experience | 4 | 1525.90 | 381.48 | .73 |
| Within | 261 | 136420.94 | 522.69 | |

*p < .05

Table 100: Analysis of Variance for Effects of Levels of Training and Experience Upon Counselor-Client Interaction Test Score

| Source | DF | SS | MS | F |
|---|---|---|---|---|
| Training | 2 | 2361.78 | 1180.89 | 15.52* |
| Experience | 2 | 218.33 | 109.17 | 1.44 |
| Training x Experiences | 4 | 357.66 | 89.42 | 1.18 |
| Within | 261 | 19856.43 | 76.08 | |

*p < .05

Table 101: Analysis of Variance for Effects of Levels of Training and Experience Upon Information Processing Test Score

| Source | DF | SS | MS | F |
|---|---|---|---|---|
| Training | 2 | 6450.91 | 3225.45 | 17.49* |
| Experience | 2 | 703.75 | 351.88 | 1.91 |
| Training x Experience | 4 | 386.41 | 96.60 | .52 |
| Within | 261 | 48137.31 | 184.43 | |

*p < .05

Table 102: Analysis of Variance for Effects of Levels of Training and Experience Upon Resource Procurement Test Score

| Source | DF | SS | MS | F |
|---|---|---|---|---|
| Training | 2 | 103.61 | 51.80 | 4.99* |
| Experience | 2 | 21.92 | 10.96 | 1.06 |
| Training x Experience | 4 | 18.05 | 4.51 | .44 |
| Within | 261 | 2709.87 | 10.38 | |

*p < .05

Table 103 presents the mean scores and standard deviations obtained for all counselors and for counselors in each of the three training levels. In all cases, the Trained counselors received the highest mean scores followed by the Somewhat Trained and Untrained counselors.

Table 103: Means and Standard Deviations of All Counselors and of Trained, Somewhat Trained and Untrained Counselors on Information Test Scores

| Information Tests | No. of Items | | All Counselors N=270 | Trained N=56 | Somewhat Trained N=69 | Untrained N=145 |
|---|---|---|---|---|---|---|
| Total | 300 | M | 146.66 | 160.70 | 150.22 | 139.55 |
| | | SD | 24.23 | 20.36 | 23.97 | 22.96 |
| Counselor-Client Interaction | 100 | M | 53.74 | 58.73 | 54.86 | 51.28 |
| | | SD | 9.19 | 7.07 | 8.98 | 9.13 |
| Information Processing | 170 | M | 76.44 | 84.66 | 78.35 | 72.35 |
| | | SD | 14.36 | 13.12 | 14.61 | 13.09 |
| Resource Procurement | 30 | M | 16.49 | 17.30 | 17.01 | 15.92 |
| | | SD | 3.25 | 2.68 | 3.41 | 3.27 |

The Tukey (a) method, as described by Winer (1962) was used to compare all possible pairs of means following the significant F tests for training. All mean differences were significant with the exception of the Trained--Somewhat Trained as well as the Untrained--Somewhat Trained comparisons on the Resource Procurement test score. These results are presented in Table 104.

Table 104: Comparisons of Mean Differences of Trained, Somewhat Trained, and Untrained Counselors on Information Tests

| Training Level | Information Tests | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Total | | Counselor-Client Interaction | | Information Processing | | Resource Procurement | |
| | T | ST | T | ST | T | ST | T | ST |
| Trained (T) | | | | | | | | |
| Somewhat Trained (ST) | 10.48* | | 3.87* | | 6.31* | | .29 | |
| Untrained | 21.15* | 10.67* | 7.45* | 3.58* | 12.31* | 6.00* | 1.38* | 1.09 |

*$p < .05$

One possible explanation of the Information Test score differences found among counselors in the three training levels, is corresponding differences in intelligence among counselors with differing levels of educational attainment. Therefore, a one-way analysis of variance was run using age corrected raw scores on the Wonderlic Personnel Test. This is an intelligence test with demonstrated reliability and validity. Means for counselors in the three training levels were: Trained, 29.8; Somewhat Trained, 27.8; and Untrained, 27.9. The respective standard deviations for the three groups were: 6.76, 6.27, and 6.58. The differences between means were not significant at the .05 level. A one-way analysis of variance was also run using age as the criterion, for both training and experience levels. As would be expected, there is a significant difference in age associated with experience; there was no difference in age associated with training, however.

PARTICIPATION IN THE EXPERIMENTAL PROGRAM: One analysis of variance was run using the training and experience levels described earlier in this chapter for the 150 counselors having an opportunity to take learning units. The analysis of variance results are

reported in Table 105.

Table 105: Analysis of Variance for Effects of Levels of Training and Experience Upon Number of Learning Units Taken

| Source | DF | SS | MS | F |
|---|---|---|---|---|
| Training | 2 | 199.80 | 99.90 | 2.70 |
| Experience | 2 | 14.89 | 7.45 | .20 |
| Training x Experience | 4 | 128.41 | 32.10 | .87 |
| Within | 141 | 5224.34 | 37.05 | |

Because one-third of the counselors having an opportunity to take learning units chose not to do so, the apparent dichotomous nature of the distribution of number of learning units taken suggested a Chi Square analysis. Four Chi Square analyses were run. The number of learning units taken were grouped as follows: 0, 1 to 4, and 5 or more. An analysis was run first with training and then with experience as the second variable. At four degrees of freedom, the Chi Squares obtained for training and experience were 4.38 and 1.03 respectively; both nonsignificant. The tables were then collapsed to 3 x 2 tables with the number of learning units taken consisting of two categories: unit takers and unit nontakers. At two degrees of freedom the Chi Squares thus obtained for training and experience were 1.76 and .57, both nonsignificant.

These findings indicate a lack of relationship between level of experience and number of learning units taken, and level of training and number of learning units taken.

## Section C: Conclusions

The first two questions asked in this investigation were concerned with the possible relationships between level of training and experience, and extent of rehabilitation counselor knowledge. The results presented in Chapter VI suggest that higher levels of training are associated with information generally considered important for a rehabilitation counselor to possess in order to function adequately. This was reflected in the mean scores of all four information tests. Level of experience, however, was not found to be related to information test scores when considered across the three levels of training.

The second two questions focused on the possible relationships between levels of training and experience, and voluntary participation in available inservice training. The insignificant F ratios based on number of learning units completed appears to indicate a lack of relationship between voluntary participation in available inservice training and either level of training or level of experience.

In all the analyses there was a lack of interaction between level of training and amount of experience, meaning that the magnitude and direction of the effects of training did not differ from differing amounts of experience. Despite the lack of significant interaction, it is interesting to note that when the Information Test score means for the Trained and Somewhat Trained counselors are viewed across experience levels, there is a tendency for the means to remain approximately the same. In the case of the means for the Untrained counselors there is a tendency for them to decline steadily. This is a fairly consistent pattern for the Total Information Test score, the Counselor-Client Interaction score, and the Information Processing score. If the mean score profiles for the three training levels are plotted across experience levels, they would all show the same basic configuration. This is most likely due to the relatively high correlation between the Information Processing and Counselor-Client Interaction scores with the total test score.

Despite the lack of significant interaction, it is again interesting to note that the mean scores for Resource Procurement show a different pattern when viewed in the same manner. The mean scores for all three training groups increase slightly across

experience levels. This suggests two possible explanations. Perhaps the three subtests consisting of Occupational Information, Prevocational Evaluation, and Placement in Vocational Rehabilitation, upon which the Resource Procurement test is based, do not receive the emphasis in graduate training programs that is received by the other two tests. This explanation would tend to substantiate the criticisms of rehabilitation counselor training programs made by individuals such as Olshansky and Hart (1967). A second possible explanation is that because coordination type activities are emphasized by state agencies, counselors tend to increase their proficiency and knowledge in this area with greater amounts of agency experience.

SUMMARY OF CONCLUSIONS: 1. Amount of knowledge of rehabilitation practices and procedures considered important by rehabilitation counselor educators and state agency administrators is related to level of training. In general, higher levels of training are associated with higher scores on information tests constructed to measure levels of information about task oriented work activities.

2. There is little or no evidence indicating significant differences in the amount of knowledge of rehabilitation practices and procedures between counselors with differing levels of rehabilitation counseling experience.

3. There is no evidence to suggest a relationship between levels of training and experience and voluntary participation in the experimental training program.

4. There is no interaction between levels of training and experience for either knowledge of rehabilitation practices and procedures or voluntary participation in the experimental training program.

The primary implication of the investigation stems from the significant findings concerning the relationship between level of training and rehabilitation counselor knowledge. The findings do suggest that course content covered by existing counselor training programs is reflected in the amount of knowledge possessed by practicing counselors with different levels of training. However, the criteria problem still exists. There is little evidence to indicate that there is a high relationship between amount of knowledge of rehabilitation practices and procedures and more immediate job performance criteria, such as: supervisors' ratings, number of rehabilitation closures, and quality of counseling services. The question of whether or not there is a relationship between rehabilitation counselor training level and amount of rehabilitation knowledge has been answered. However, the question of how relevant the knowledge gained in counselor training programs really is in terms of successful job performance remains. Additional research is needed to investigate the relationships between specific types of rehabilitation counseling knowledge and criteria of job performance so that training programs can be modified if necessary.

A disturbing finding is that higher levels of experience are not related to increased counselor knowledge. One possible explanation that is also a limitation of this investigation, is that experienced counselors are older and do not perform as well on tests as the younger counselors with less experience. It is, therefore, possible that differences in test taking ability due to age differences could have hidden actual differences in amount of knowledge.

# CHAPTER VII

## THE RELATIONSHIP OF SELECTED SUPERVISOR CHARACTERISTICS AND COUNSELOR PARTICIPATION IN THE EXPERIMENTAL CONTINUING EDUCATION PROGRAM


### Summary

The analysis reported in Chapter VII was carried out in two stages. In stage one of this study, 27 administrative supervisors who were charged with administering the state program at the regional or district level were compared with 42 casework supervisors whose major responsibility is direct counselor supervision. Chi Square analyses were carried out between the two groups using 26 variables derived from the Supervisor Questionnaire. The variables included personal data, educational preparation, professional activity, work activity, and attitudes. The rationale for this phase was to see if there were differences between the supervisory groups that reflect an emerging model of state agency supervision.

Exept for sex differences and years experience as an agency supervisor, the two groups were strikingly homogeneous and do not allow one to infer that there is either a differential role or function for the two types of supervisors or that there are differential selection procedures. The data suggest a "promotional ladder" concept with casework supervision being the first "rung" in that ladder.

The second stage of the study investigated the effects of casework supervisor levels of experience and training on their counselors' participation in the experimental program of training. Twenty separate casework supervisory units were identified in which 129 counselors had one year (the project year) to engage in SCERC training. The twenty supervisory units were ranked in terms of appropriate participation in the training, taking into consideration both counselors' pretest information scores and supervisors' ratings. Rankings were completed in two ways: (1) Three judges ordered the supervisory units from most to least appropriate participation. A high coefficient of concordance was found (.91) between the three judges. (2) Ratings were also completed statistically using a multiple regression procedure in which pretest information scores and supervisor ratings were independent variables and number of units taken was the dependent variable. The residuals derived from the difference between number of learning units taken and the number predicted were defined as "discrepancy scores." Rankings were again completed using the median discrepancy score for each supervisory unit. Spearman's rho between the mean ranking of the three judges and the discrepancy rank was .93.

Following the ranking procedure, an analysis of variance appropriate for ordered data was used to test the effect of three levels of supervisors' training and three levels of experience on counselors' participation in the experimental training project. No differences were found for levels of experience, but when the trained group was tested against the partially trained and untrained groups combined, a significant effect was found in favor of trained supervisors.


### Section A: A Brief Review

Traditionally the supervisor in a rehabilitation agency is a former rehabilitation counselor. Margolin (1969), while writing generally about the importance of continued education in all aspects of health care and particularly about the importance of training programs for administrators in rehabilitation, points out that at Northeastern University the concept that counselor training prepares one for administrative functions was challenged. They hypothesized that the rapidly expanding programs in the rehabilitation agency called for a different body of skills and, therefore, began a Master's Degree program in Rehabilitation Administration.

Margolin and Sostek (1968), after commenting on the expansion of services and the involvement of the rehabilitation agency in societal problems, i.e. the needy, the

disadvantaged, the aged, call for what they label "creative management." It is their view that the individual proficient in technical skills will not "ipso facto" make a good administrator or supervisor. "The individuals move out of their area of technical expertise into supervisory and administrative positions because of promotional and salary incentives. Unfortunately many of them are not equipped to fill these positions adequately because their prior technical training has dealt only with specific talents required for a specific job." They see serious pitfalls from the promotion-from-within practices of most state rehabilitation agencies. Skilled counselors often become "tragic misfits" after promotion to administrative levels. "These individuals should have their own ladder of progress where they continue to serve as counselors and are granted recognition in salary increases for their counseling skills and high level of performance."

One might object to the underlying assumption in the preceding articles, i.e., that we know the proper model for supervision and administration. While there is a growing body of literature dealing with the model of supervision of practicum for counselor trainees within the educational institution, there is no model for supervision of counselors within a state agency. One might also object to what seems to be implicit in their point of view, i.e. the idea that supervision is a unitary function.

A study by Goldin (1965) suggests a different way of looking at agency supervision. He presents data showing the factors influencing counselor motivation. Of particular interest to the present study is his section on the counselor's relationship to his employing agency. He points out that the professional in the agency unlike one in private practice is almost totally dependent on the organization to provide him with a place to practice. While both the counselor and the agency are committed to the same goals, the methods by which these goals may be attained are a source of difference. The counselors in the six New England states in his study saw the supervisor's responsibility as (1) administrative (57.1%), (2) teacher of counseling techniques (14.3%), and (3) teacher of caseload management. Goldin sees the counselor's desire to put the supervisor in the administrative role as indicative of their desire for professional autonomy. The counselors were also asked whether administrative and teaching assignments should be vested within the same supervisor. Forty-two percent believed a "good supervisor in the state agency is capable of adequately fulfilling both functions," but 58% felt that few supervisors could do both. The believed that the two activities required different skills. It was apparent from some of the free responses given by counselors that with the "pressures of administrative demands from higher echelons, supervisors might subordinate counseling supervision to and sacrifice counseling procedures for administrative expediency."

Goldin's study also raises another issue that is pertinent to counselor supervision, the question of professionalism, particularly the "autonomy" dimension of professionalism. It is apparent, however, that there is a great deal of variability in the levels of training and experience of practicing rehabilitation counselors. Presently there is no certification for rehabilitation counselors to assure even a minimal level of competence as is required in other helping professions, e.g., social workers, school counselors and speech therapists. The supervisor's role in working with many relatively untrained counselors, who at the same time are striving for professional identity, is one requiring a high degree of competence and sensitivity.

The large number of untrained counselors coupled with the issue of professionalism makes it critical that further investigation be done regarding the role of the agency supervisor.

Making such investigation of supervisors more urgent is the fact that a number of agencies are presently hiring or comtemplating hiring counselor aides. Pearl (1968) writes specifically about applying the New Careers approach to the rehabilitation agency. His recommendations have implications for a supervisory model.

He suggests a process whereby vertical mobility is possible for those entering the profession without the credentials usually required. They would enter at (1) the "new" rehabilitation worker. With on-the-job training supplemented by formal education, they would be permitted to move to, (2) the "vocational rehabilitation assistant." Here his duies are expanded and he will "engage in actual counseling." With continued education he moves to (3) "vocational rehabilitation associate" where he takes on most of the duties now performed by the professional worker. "The counselor's role will be dramatically different from that performed now. He will be primarily a trainer of lower echelon personnel. In essence he becomes a detached member of a university faculty. He is also a specialist, a consultant and a supervisor and administrator."

In the same vein, Harbridge House (1968), after a review of the internal administrative structure of the Iowa Rehabilitation State Agency, makes the following statement and recommendation: "Counselors may need training and assistance beyond the scope of an inservice training program. These problems could be met by creating a class of counselor consultants who would function at the district office level.... The district office consultant would have no caseload responsibility, but would assist counselors with difficult cases or supply technical assistance." Their recommendation then followed, "That the Division of Rehabilitation Education and Services establish a class of consultant positions at the district office level.

Similarly, Miller, Muthard and Barillas (1965), while focusing mainly on the need for adequate criteria for evaluating counselor performance, make a statement that suggests their view of a supervisory model. "If supervisors in rehabilitation agencies are to assume teacher-consultant roles in their relationship with staff, it will be necessary.... to make analytic sutdies of the work of their counselors."

Such features in the rehabilitation movement as the foregoing underscore a need for research in the area of the role of the supervisor in the state agency so that a viable model for supervision can be developed.

Cash and Munger (1966) in their review of the literature pertaining to counselor supervision found no articles which dealt with supervisors on the job although many were found dealing with the supervisor of the educational practicum. They made the point at that time there is a special need for research dealing with supervisors on the job as well as during educational training.

Smits and Aiken (1969) sought in their study primarily to answer two questions: (1) How do counselors in state VR agencies describe the behavior of their supervisor in terms of leadership, interpersonal relationships and areas of comptency? (2) Is there a significant relationship between these descriptions and counselor job satisfaction? One of the measures which they used in their study was the In-Service Training Needs of Supervisor Questionnaire. The area that the largest proportion of counselors saw their supervisors as inadequate was in "ability to handle interpersonal relationships in administrative settings, directing, motivating and stimulating staff performance (35.2%)." While their study attempted to involve all rehabilitation agencies involved in the State-Federal program only 31 or 57.4% cooperated in the study. Survey materials were sent to 360 counselors (a 10% sample from each agency). Of these, 230 returned complete and usable material. All analyses in their study were based on these 230 counselors. The authors do not report whether or not there was anonymity regarding the counselors' rating of their supervisors. It seems reasonable that if there was not anonymity, this would affect the counselors' criticisms of their supervisors, and therefore the 35% figure may be quite conservative. As a research implication the authors point out, "To our knowledge no one has reported research in which rehabilitation supervisors have received management training in terms of specific supervisory skills, i.e. directing and motivating counselors, planning courses of action, handling grievances, etc."

Dumas, Butler and Wright (1968) gathered information from 280 rehabilitation counselors in five Midwestern states using the Rehabilitation Counselor Survey. While all 280 counselors completed the first section of the from dealing with demographic data, a random sample of 170 from the 280 completed items related to professional development. The latter included: attitudes toward inservice training; agency and journal literature; consultation, information and reference services; staff interaction and communication; and self-evaluation procedures. These data were derived from an interview technique utilizing open-ended questions.

Of particular interest to the present study were their findings related to "staff interaction and communication." Improvement and/or expansion of counselor-supervisor conferences was recommended by 30% of the counselors. Fifty-one per cent recommended improvement and/or expansion of the present program of staff conferences. They recommended that counselor-supervisor conferences be frequent and scheduled on a regular basis. They also had views regarding how the conferences should be conducted.

> Counselor-supervisor conferences should emphasize improvement rather than criticism. Establishing such conferences on a more formal basis would put them on a higher professional level and allow the counselor a greater opportunity to express his own views. A number of counselors indicated that supervisors tend to dominate the situation too much and to replace free expression with criticism. In cases where the supervisor is provided with specialized training and sufficient time to fulfill his duties, the counselors recommended that some system of evaluation be established analogous to that used to assess counselor-client interaction.

The investigation by Strong and Insel (1965) involved 25 supervisors in rehabilitation agencies who assisted in on-the-job training of rehabilitation counseling students. They were asked to sort a sixty item Q-sort developed and validated by Apfelbaum. They sorted such items as "likes to do a good job," "sympathetic," and "knows more than most people" into nine piles on a continuum from "most like a counselor" to "least like a counselor." All of the sorts were intercorrelated resulting in a matrix of 300 product moment correlations. These were in turn factor analyzed using the principal axes method. The resulting 25 factors were viewed in the "person type" sense. Eight of the factors were decided to be common factors with the remaining 17 containing mostly "specific and error variance."

The eight factors were: (1) The professional counselor-trainee model, sensitive to others, well adjusted, non-judgmental, nonblaming, (2) sees counselor as warm and flexible, (3) focuses on counseling in terms of efficiency, competency and task involvement, (4) emphasis on being systematic, organized and attending to detail, (5) sees counselor as a diplomat, (6) sees counselor as sympathetic, kind, (7) sees counselor as personable but practical-action oriented, (8) sees counselor as accommodating and agreeable. There was a high G factor showing supervisors sorted highly alike as a group.

Atinsky (1969) investigated the rehabilitation supervisor's level of training and its effect on the rehabilitation client's satisfaction with services, satisfaction with job and current employment status. He found no evidence to support the hypothesis that level of rehabilitation supervisor training differentially affects client satisfaction with rehabilitation services.

He does, however, point out that the only clients who completed the Rehabilitation Service Satisfaction Survey (RSSS) were those whose cases had been closed as "rehabilitated." An additional limitation was the fact that only 49% of the clients surveyed returned the form. The conclusions remain, however, that based on the data no significant differences could be found that suggest that supervisors' level of training made any difference in clients' satisfaction with services.

Richardson (1969a) studied 64 supervisors and 282 counselors involved in the SCERC project. His investigation focused on the perceptions of counselors and supervisors regarding the value placed on inservice training and on supervisory consultations with counselors. Fourteen hypotheses were tested using 9 Chi Square analyses. Comparisons were made for the above two perceptions between trained and untrained counselors and between trained and untrained supervisors. Also using levels of training for comparisons he tested hypotheses between counselors and supervisors.

Using the .05 level of significance he found no significant differences for: (1) the way trained and untrained counselors perceive the value of inservice training; (2) the way trained and untrained counselors perceive the value of supervisory consultation; (3) the way trained and untrained supervisors value inservice training; (4) the way trained and untrained supervisors perceive the value of supervisory consultations.

He made eight comparisons between counselors and supervisors using trained and untrained categories. He found significant differences on the perceived value of inservice training between: (1) trained counselors and untrained supervisors; (2) untrained counselors and trained supervisors. A significant difference was also found on the perceived value of supervisory consultations between trained counselors and untrained supervisors.

Richardson (1969) went on to investigate the relationship between selected counselor characteristics and supervisors' ratings. The study utilized data also derived from the SCERC project. His study was essentially a step-wise regression problem to determine the best predictors of counselor performance as defined by supervisors' ratings. His sample included 216 counselors in the 31 district offices in the Illinois, Iowa, and Minnesota vocational rehabilitation agencies.

His predictions were derived from the Minnesota Importance Questionnaire (MIQ), the Adjective Check List (ACL), Wonderlic Personnel Test, the SCERC Information Test, and the SCERC Counselor Questionnaire. The latter instrument was used to derive the variables: age, educational level achieved, years of experience in all types of counseling or personnel work, and years of experience as a rehabilitation counselor. He found little relationship to each of the five scales of the Supervisor Rating Blank for age, experience in rehabilitation counseling, mental ability, educational level, and most of the scales of the MIQ and the ACL. The single best predictor of counselor performance on each of the supervisor rating scales was knowledge of subject matter in rehabilitation counseling.

Miner (1969) using the SCERC data pool on supervisors compared this sample of 64 supervisors from the states of Illinois, Minnesota and Iowa with 52 supervisors in the Jaques (1959) study. He found no differences between the two groups in terms of the amount of counseling experience, possessing a master's degree or in having a Counseling and Guidance major. A higher percentage of the supervisors in the 1968 sample were found in the younger age brackets. Using Chi Square analyses on 25 variables obtained from the supervisor questionnaire he compared first trained and partially trained with untrained. The two groups were significantly different on the variable age, offices held in state professional organizations, attitude toward what is most important regarding getting a promotion, supervisory experience and journals read casually. When he compared trained supervisors with partially trained and untrained supervisors, only rehabilitation counseling experience and supervisory experience showed significant differences.

Muthard and Salamone (1969) compared the results of 378 counselors who had completed the rehabilitation counselor Task Inventory (TI) with supervisors, administrators and other professional rehabilitation counselors who completed an abbreviated rehabilitation counselor Task Inventory and other questionnaires. They suggest that counselors possibly experience role strain. There is dissimilarity between the counselors and the agency administrators and supervisors regarding the desirable work role for the counselor. They point out that the supervisors and administrators are much alike, therefore, it is an "agency orientation which is substantially different."

Pacinelli (1969) investigated correlates of rehabilitation counselor job satisfaction. The overall problem of the study was to look at the relationship between counselor job satisfaction as measured by the Job Satisfaction Inventory (JSI), Johnson (1955), Miller and Muthard Revision (1965), and (1) the counselor's perception of his immediate supervisor's leadership behavior and (2) selected background factors of the counselor. The dimensions of leadership behavior were "consideration" and "initiating structure." The Leadership Behavior Description Questionnaire (LBDQ) was used to measure leadership behavior. "The LBDQ consists of a series of short descriptive statements about ways in which leaders may behave. Respondents indicate the frequency with which a particular leader engages in each of the described behaviors." Both styles of leadership behavior, (consideration and initiating structure), were found to be significantly related to job satisfaction. The findings of this present study suggest that improvement of supervisor relationship style could have a positive effect on counselor job satisfaction. To this end, rehabilitation administrators might well consider training programs emphasizing "leadership style for supervisors."

Consideration and initiating structure correlated .46 and .33 respectively with a total JSI score. It is possible, however, that counselor dissatisfaction with the supervisor's goal may be accounted for by differing perceptions of the counselor's role and function.

## Section B: Results

The results of the present study are organized into two parts. The first deals with the comparison of 27 administrative supervisors and 42 casework supervisors on 28 variables derived from the Supervisor Questionnaire (see Appendix B). The supervisors represent the total number of supervisors (experimental and control) involved in the SCERC project. The second part discusses the effect of supervisors on counselors' participation in inservice training of the SCERC type. The subjects are only those casework supervisors in the 17 experimental offices, which break down into 20 supervisory units within those offices.

COMPARISON OF ADMINISTRATIVE AND CASEWORK SUPERVISORS: Chi Square analyses were used for comparisons on all but two variables. A t test was used to test the differences between the two types of supervisors on: (1) the average number of scheduled monthly personal interviews with each counselor; (2) the number of scheduled group meetings each month with counselors. The results of the Chi Square analyses are presented in Table 106.

PERSONAL: Although not statistically significant at acceptable alpha levels ($p < .10$), the trend is proportionately more casework supervisors than administrative types in the "less than forty" group. Only 33.3% of the administrators are in this category compared with 61.9% of the casework supervisors.

Sex is obviously a demarcation factor between the two supervisory types. Only eight of the 69 supervisors are females, none of whom functions as administrator.

EDUCATIONAL: Fifty percent of the casework supervisors as compared to 33% of the administrative supervisors have completed master's degree or post master's degree work. Casework supervisors tend toward "recency" in terms of the length of time since they completed their "first degree."

The groups are not differentiated by the type of graduate school study. Thirteen percent show no graduate study at all, while 68% of the casework supervisors and 68% of the administrative supervisors have graduate majors in rehabilitation counseling, psychology, or counseling and guidance. Those classified as "other type of graduate training" include law, educational administration, hospital administration, history, and public relations.

Table 106: Comparison of Casework Supervisors and Administrative Supervisors

| | Number Responding Casework Sup. | Adm. Sup. | DF | Chi Square |
|---|---|---|---|---|
| Age | 42 | 27 | 4 | 7.61 |
| Sex | 42 | 27 | 1 | 5.81* |
| Educational Level | 42 | 27 | 4 | 3.80 |
| Time since 1st degree | 41 | 26 | 4 | 6.85 |
| Time since last degree | 42 | 27 | 6 | 8.19 |
| Undergraduate major | 42 | 26 | 4 | 3.14 |
| Graduate Major | 41 | 25 | 5 | 1.52 |
| Value of Inservice Training | 41 | 27 | 5 | 3.40 |
| Training during past year | 42 | 27 | 5 | 2.94 |
| Years counseling or personnel sup. | 42 | 27 | 5 | 5.11 |
| Years experience as rehab. counsel. | 42 | 27 | 6 | 5.43 |
| Years experience as rehab. counsel. in state agency setting | 42 | 27 | 6 | 5.84 |
| Years experience as supervisor | 41 | 27 | 3 | 20.21** |
| Value of sup. consultations | 41 | 27 | 4 | 2.00 |
| Factors considered important in obtaining a promotion | | | | |
| Factors ranked 1st | 38 | 25 | 4 | 1.14 |
| Factors ranked 2nd | 38 | 25 | 4 | 4.53 |
| Factors ranked 3rd | 38 | 25 | 4 | 6.75 |
| Factors ranked 4th | 38 | 25 | 4 | 3.45 |
| Factors ranked 5th | 38 | 25 | 4 | 2.49 |
| Professional Meetings attended | | | | |
| State | 42 | 27 | 4 | 5.45 |
| Regional | 42 | 27 | 5 | 4.44 |
| National | 42 | 27 | 3 | 5.04 |
| Professional Offices Held | | | | |
| State | 42 | 27 | 3 | 2.01 |
| Regional | 42 | 27 | 2 | 0.44 |
| National | 42 | 27 | 2 | 2.20 |
| Professional Journals read thoroughly | 40 | 24 | 3 | 1.56 |
| Professional Journals read casually | 37 | 24 | 5 | 3.14 |
| Job satisfaction | 42 | 27 | 0 | 0.00 |
| Frequency of Job Satisfaction | 42 | 27 | 3 | 2.74 |

*$p < .02$
**$p < .001$

TRAINING DURING THE PAST YEAR: There was no significant difference between the two types of supervisor's training activity during the previous year. Only twelve reported no training at all. For those supervisors who reported only one type of training, the category "workshops and institutes" was the mode.

EXPERIENCE: As can be observed from Table 106 only one of the four types of experience considered shows a significant difference between the two groups. With six levels for "supervisory experience in a state agency" the two groups are significantly different ($p < .001$). When the last three levels are collapsed to include five to fifteen years experience the $X^2$ value is 20.21 ($df = 3$ $p < .001$).

Nearly 26% of the administrative group as compared to 7% of the casework supervisor group has eleven or more years experience as a counselor.

PROFESSIONAL RANKING: The subjects of the study were asked to rank five items in regard to their importance for obtaining a promotion. Five Chi Squares were obtained for the two groups for first, second, third, fourth, and fifth rankings.

There was no significant difference between the two groups on any of the five ranks, i.e. between those who ranked first "being in the right place at the right time," "conforming and playing politics," etc. It was evident from examining individual responses that this forced choice question was difficult to answer and some either omitted the item or wrote comments questioning the appropriateness of the categories.

The second section of the present study investigates the relationships of supervisor characteristics to counselors' participation in training. Therefore, the value placed by supervisors on the two categories which relate to training were of interest, i.e., "engaging in further training" and having a "M.A. degree in Rehabilitation."

"Engaging in further training" as a means for getting a promotion was ranked first by 21% of the casework supervisors and 12% of the administrative supervisors. "Having a M.A. degree in Rehabilitation Counseling" was ranked first by 5.4% of the casework supervisors and 8% of the administrative supervisors.

PROFESSIONAL MEETINGS ATTENDED: At the state level there is no significant difference between administrative and casework supervisors in attendance at state professional meetings. The National Rehabilitation Association (NRA) meetings represent the predominant activity of this kind at the state level. An examination of individual responses of those who attended more than one meeting similarly showed that one of the meetings attended was NRA. Only one subject reported attending a state APGA meeting and two reported attending a state ARCA meeting. The second meeting attended was usually a state welfare association, associations for the retarded or sheltered workshops.

It is apparent that few supervisors of either type attend professional meetings at the regional or national level.

PROFESSIONAL OFFICES HELD: There is no significant difference between the two types of supervisors in regard to offices held. It is obvious that few of the subjects have held professional offices.

PROFESSIONAL JOURNALS READ THOROUGHLY: There is no significant difference between casework supervisors and administrative supervisors in terms of "journals read thoroughly." The Journal of Rehabilitation, the official publication of NRA is read thoroughly by 33.3% of the administrative and 32.5% of the casework supervisors. Examination of individual responses showed that only two read the Personnel and Guidance Journal thoroughly while none read thoroughly the Rehabilitation Counseling Bulletin, the official publication of ARCA, the rehabilitation division of APGA. Other journals read by those reporting reading more than one journal include: Vocational Guidance Quarterly, Rehabilitation Record, Psychology Today, and state chapter bulletins of NRA and NRCA.

PROFESSIONAL JOURNALS READ CASUALLY: Seven administrative supervisors and ten casework supervisors reported that they read no journals on a casual basis. This cannot be interpreted to mean they read no journals since the figures here apply to "journals read casually." They did, however, report reading some journal(s) thoroughly in the preceding section. Again individual responses were examined in order to see what journals were included in categories seen as "casual". Twenty-two of the supervisors reported reading the Personnel and Guidance Journal casually while only two reported reading casually the Rehabilitation Counseling Bulletin.

VALUE OF INSERVICE TRAINING: The supervisors in this study were asked to evaluate how effective their current inservice training is in helping them perform their job. The question had reference to inservice training designed especially for agency supervisors. There was no significant difference in the responses of the two types of supervisors.

Nineteen reported there was no inservice training available. Both types of supervisors from all three states were represented in the 19 responses. Nearly 26% of the administrative supervisors and over 41% of the casework supervisors reported that current inservice training was helpful "rarely" or "sometimes."

VALUE OF SUPERVISORY CONSULTATIONS: All supervisors were asked to evaluate the effectiveness of their consultations with counselors. There was no significant difference in the responses between the two groups of supervisors.

CONSULTATIVE ACTIVITY WITH COUNSELORS: The two groups of supervisors were asked to report the average for one month of the number of personal interviews and group meetings with counselors. The results of the comparison are shown in Table 107.

Table 107: Comparison of Casework and Administrative Supervisors on Scheduled Personal Interviews and Scheduled Group Meetings with Counselors

| | Casework Supv. | | Adm. Supv. | | | |
|---|---|---|---|---|---|---|
| | Mean | S.D. | Mean | S.D. | DF | t-value |
| Average no. of personal interviews per month with each counselor | 9.84 | 11.92 | 5.37 | 7.96 | 55 | 1.56 |
| Average no. of group meetings per month with counselors | 3.78 | 2.40 | 4.58 | 3.49 | 55 | .99 |

As can be observed, there are no significant differences between casework supervisors and administrative supervisors in terms of the number of individual interviews and scheduled group meetings with counselors.

THE EFFECTS OF CASEWORK SUPERVISOR CHARACTERISTICS ON COUNSELOR PARTICIPATION IN THE EXPERIMENTAL TRAINING PROGRAM: This aspect of the present study investigates the relationship of counselors' participation in the SCERC experimental training to the training and experience levels of their immediate supervisor(s) (usually a casework supervisor). Supervisors in the various offices defined their "sphere of influence" by the counselors they rated. Ratings (see Appendix D) were completed at the beginning of the project, at midyear, and at the conclusion of the experimental year. Twenty distinct district supervisory units in 17 offices were identified. There were 129 counselors in the 20 units all of whom were in the project for the full year. Analyses are based on only these counselors. In two instances the immediate supervisors functioned as both administrative and casework supervisors. In three instances there was an overlap in ratings by casework supervisors and it was necessary to make the following decision: One supervisory unit had three casework supervisors all of whom rated all counselors over the three ratings, i.e. initially, at midyear, and at the end of the project year. In this case the median levels of training and experience were assigned to that supervisory unit. In two cases two casework supervisors rated the same counselors. Here the highest levels of training or experience of the two supervisors was used to define that supervisory unit.

Except in the two instances mentioned, the supervisors in the 20 units were casework supervisors primarily responsible for overseeing the various facets of the counselors' performance. All completed the Supervisor Questionnaire which permitted the investigator to assign them a particular level of training or experience.

RELIABILITY OF SUPERVISORY RATING BLANK: The results shown both in Table 108 and Table 109 indicate a wide variation in the agreement of supervisors in their ratings of counselors on the various dimension scales. In interpreting the results of Table 108, the coefficient of the ratings from a field office such as Office 5, Illinois (with 3 supervisors), the intercorrelations of the supervisory ratings are interpreted as an indication of the reliability of the ratings. Therefore, for this field office, the

typical reliability of a single supervisor's rating of dimension one is .66. However, in Table 109 are found the results for the reliability of average ratings obtained by the intraclass correlation procedure. The coefficient values reported in Table 109, which are based on means of the supervisors' ratings, are higher because the "averaging effect" reduces the relative importance of errors of measurement, thus increasing the relationship in each case.

Table 108: Reliability of Supervisors' Ratings Using Intraclass Correlation Applied to Complete Sets of Data with Two or More Raters

| | Dimensions | | | | | | No. of | No. of |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | Total | Coun. | Supv. |
| Illinois | | | | | | | | |
| Office 1*** | .60 | .36 | .64 | .64 | .79 | .80 | 9 | 2 |
| Office 2*** | .55 | .41 | * | .50 | .17 | .44 | 7 | 3 |
| Office 3 | * | .27 | * | * | .16 | .07 | 8 | 2 |
| Office 4 | .58 | .28 | .24 | .24 | .68 | .63 | 10 | 2 |
| Office 5 | .66 | .50 | .38 | .39 | .40 | .63 | 9 | 3 |
| Office 6 | .75 | .76 | -.20 | .50 | .20 | .91 | 9 | 2 |
| Iowa | | | | | | | | |
| Office 1 | * | .64 | .46 | .19 | .36 | .16 | 9 | 2 |
| Office 2 | .29 | .59 | * | .35 | * | .62 | 9 | 2 |
| Office 3 | .90 | .64 | .11 | * | .33 | .23 | 5 | 2 |
| Office 4 | * | ** | * | * | * | .70 | 5 | 2 |
| Office 5 | .62 | .76 | ** | .31 | .64 | .27 | 6 | 2 |
| Office 6 | .26 | .24 | .26 | .10 | .36 | .45 | 12 | 2 |
| Office 7 | .89 | .73 | .60 | .37 | .29 | .74 | 15 | 2 |
| Minnesota | | | | | | | | |
| Office 1 | * | * | * | * | * | * | 2 | 2 |
| Office 2 | .50 | .33 | * | * | * | .40 | 4 | 2 |
| Office 3 | .29 | .80 | * | .20 | .31 | .59 | 6 | 2 |
| Office 4 | .69 | .23 | * | .50 | .20 | .66 | 6 | 2 |

*No correlation found due to small number of counselors being rated the same by one or all supervisors
**Perfect correlation
***Supervisor in each office, rated counselors in both offices

Table 109: Reliability of Average Ratings of Supervisors Using Intraclass Correlation Applied to Complete Sets of Data with Two or More Raters

| | Dimensions | | | | | | No. of | No. of |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | Total | Coun. | Supv. |
| Illinois | | | | | | | | |
| Office 1*** | .75 | .53 | .78 | .78 | .88 | .89 | 9 | 2 |
| Office 2*** | .79 | .68 | * | .75 | .75 | .70 | 7 | 3 |
| Office 3 | * | .43 | * | * | .38 | .14 | 8 | 2 |
| Office 4 | .73 | .44 | .39 | .38 | .81 | .77 | 10 | 2 |
| Office 5 | .85 | .75 | .65 | .66 | .67 | .84 | 9 | 3 |
| Office 6 | .86 | .86 | .20 | .67 | .33 | .95 | 9 | 2 |
| Iowa | | | | | | | | |
| Office 1 | * | .78 | .63 | .32 | .53 | .27 | 9 | 2 |
| Office 2 | .44 | .74 | * | .53 | * | .77 | 9 | 2 |
| Office 3 | .95 | .78 | .25 | * | .40 | .37 | 5 | 2 |
| Office 4 | * | ** | * | * | * | .82 | 5 | 2 |
| Office 5 | .76 | .86 | ** | .47 | .78 | .42 | 6 | 2 |
| Office 6 | .41 | .39 | .41 | .18 | .53 | .62 | 12 | 2 |
| Office 7 | .94 | .85 | .75 | .54 | .45 | .85 | 15 | 2 |

| | Dimensions | | | | | | No. of | No. of |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | Total | Coun. | Sup. |
| Minnesota | | | | | | | | |
| Office 1 | * | * | * | * | * | * | 2 | 2 |
| Office 2 | .67 | .50 | * | * | * | .57 | 4 | 2 |
| Office 3 | .44 | .89 | * | .33 | .47 | .74 | 6 | 2 |
| Office 4 | .82 | .38 | * | .67 | .33 | .80 | 6 | 2 |

*No correlation found due to small number of counselors being rated the same by one or all supervisors
**Perfect correlation
***Supervisor in each office, rated counselors in both offices

As can seen from the above tables, reliability coefficients appear to be "typical" for rating blanks of this nature. It should also be kept in mind that such estimates are over supervisors and as such probably reflect lower boundary estimates of reliability.

RANK ORDERING BY JUDGES: A rank ordering of the 20 supervisory units was done by three judges. Counselors' pretest scores on the information test, supervisor ratings, and number of units taken were placed on twenty separate cards. Means and standard deviations for all three variables for the total group of counselors were known. It seemed logical at the outset of this study, that a counselor's knowledge of his pretest score would affect his participation, i.e. those with high scores might not see further training as needed. It also seemed that a supervisor's rating of a counselor as high or low would affect his encouraging the counselor to participate in further training.

With this information, the cards were sorted in the following way: In the first pile were placed the seven supervisory units judged to be most appropriately involved in the experimental training. In the third pile were placed the seven judged least appropriate. The remaining six cards were placed in the second pile. The cards in the first pile were then rank ordered from one to seven, with number 1 judged most appropriate. The second pile was ranked eight to thirteen, and third fourteen to twenty. Kendall's coefficient of concordance (Hays, 1963) was used to correlate the three rankings and showed high reliability (r = .916).

The mean ranking of the three raters was then computed and these means were in turn ordered from most to least appropriate participation.

STATISTICAL APPROACH TO RANK ORDERING: Using counselor pretest scor[illegible] and supervisory ratings as independent variables and units taken as a dependen[illegible] variable a multiple regression approach to rank ordering was done. Initial composite ratings (over all five dimensions of the Supervisory Rating Blank) by casework supervisors were available for 83 of the 129 counselors involved.

To order the supervisory units in terms of appropriateness for participation in training, the residuals from the multiple regression were used as "discrepancy" scores. They represent for each counselor the difference between actual number of units taken and the number predicted based on the two independent variables. High positive discrepancy scores were defined as high appropriateness of participation in training; low negative discrepancy scores represented low appropriateness. The median values of the discrepancy scores for the 20 supervisory units were calculated and then ordered from one to twenty, i.e. high appropriateness to low appropriateness. Spearman's rank order correlation was computed between the mean rankings of the three raters and the ordering derived from the regression model. Again high concurrence was shown (rho = .93).

CORRELATIONS AMONG VARIABLES: Table 110 presents zero-order correlations among the variables used in this study. It must be remembered that supervisory ratings are composite ratings over all five dimensions of the Supervisory Rating Blank.

Table 110: Zero Order Correlations for Units Taken, Pretest Information Scores, Casework Supervisor Ratings and Administrative Supervisor Ratings

| | Units Taken | Pretest Scores | Casework Supv. Ratings |
|---|---|---|---|
| Pretest Information Scores | -0.17 (127)[1] | | |
| Casework Supv. Ratings | -0.08 ( 83) | 0.42* (82) | |
| Admin. Supv. Ratings | -0.17 ( 88) | 0.43* (86) | 0.59* (55) |

[1]Numbers in parenthesis indicate observations
*Significant at the .01 level

ANALYSES USING EMPIRICAL RATINGS: The Kruskall-Wallis non-parametric procedure was used to test the effects of three levels of casework supervisor training and three levels of experience on appropriate counselor participation in training in the 20 supervisory units. Tables 111 and 112 show the results of the analyses using the ranks derived from the empirical method. H is the test statistic used in the Kruskall-Wallis procedure. It is in turn compared to a Chi Square table with df = k-1.

Table 111: Analysis of Variance Using Ranks Derived from Discrepancy Scores for Effects of Supervisors' Level of Training on Counselors' Participation in Experimental Training

| Trained | Partially Trained | Untrained |
|---|---|---|
| 1 | 4 | 6 |
| 2 | 5 | 10 |
| 3 | 8 | 11 |
| 7 | 15 | 13 |
| 9 | 18 | 14 |
| 12 | 19 | 16 |
| 17 | 20 | |
| Mean Rank 7.28 | 12.71 | 11.66 |

H = 3.11 p between tabled Chi Square value .20 - .30 DF = 2

Table 112: Analysis of Variance Using Ranks Derived from Discrepancy Scores for Effects of Supervisors' Level of Experience on Counselors' Participation in Experimental Training

| Experience as Rehabilitation Counselor | | |
|---|---|---|
| 3 Years or Less | Greater than 3 Years - Less than 7 | 7 or More Years |
| 1 | 2 | 4 |
| 3 | 5 | 7 |
| 10 | 6 | 17 |
| 13 | 8 | 18 |
| 16 | 9 | 19 |
| | 11 | |
| | 12 | |
| | 14 | |
| | 15 | |
| | 20 | |
| Mean Rank 8.60 | 10.20 | 13.00 |

H = 1.27 p between tabled Chi Square values .50 - .70

Neither training nor experience levels of casework supervisors were demonstrated to have a significant effect on counselors' participation in training. The same procedure was used combining the partially trained and untrained groups. The results are shown in Table 113. The test statistic was still not significant at acceptable alpha level.

ANALYSES USING THE MEAN RANKINGS OF THE THREE JUDGES: The identical procedure was employed using the mean rankings of the three judges. The results are shown in Tables 114, 115, and 116. As can be observed from Table 116, there is a significant effect for training levels when the partially trained and untrained groups are combined.

Table 113: Analysis of Variance Using Ranks Derived from Discrepancy Scores for Effects of Supervisors' Level of Training on Counselors' Participation in Experimental Training with Untrained and Partially Trained Groups Combined

| Trained | Partially Trained and Untrained |
|---|---|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |
| 7 | 8 |
| 9 | 10 |
| 12 | 11 |
| 17 | 13 |
| | 14 |
| | 15 |
| | 16 |
| | 18 |
| | 19 |
| | 20 |
| Mean Rank | |
| 7.28 | 12.23 |

H = 3.01 p < .10 DF = 1

Table 114: Analysis of Variance Using Mean Rankings of Three Judges for Effects of Supervisors' Level of Training on Counselors' Participation in Inservice Training

| Trained | Partially Trained | Untrained |
|---|---|---|
| 1 | 4 | 5 |
| 2 | 6 | 7 |
| 3 | 10 | 13 |
| 8 | 16 | 13 |
| 9 | 18 | 15 |
| 11 | 19 | 17 |
| 13* | 20 | |
| Mean Rank | | |
| 6.71 | 13.28 | 11.66 |

H = 4.48 p < .20 DF = 2

*Three units received rank of 13 due to tied rankings.

Table 115: Analysis of Variance Using Mean Rankings of Three Judges for Effects of Supervisors' Level of Experience on Counselors' Participation in Inservice Training

| Experience as Rehabilitation Counselor | | |
|---|---|---|
| 3 Years or Less | Greater than 3 years-less than 7 | 7 or More |
| 2 | 1 | 4 |
| 3 | 5 | 8 |
| 7 | 6 | 13 |
| 15 | 9 | 16 |
| 17 | 10 | 20 |
| | 11 | |
| | 13 | |
| | 13 | |
| | 18 | |
| | 19 | |
| Mean Rank 8.80 | 10.50 | 12.20 |

H = .66 p < .80 DF = 2

Table 116: Analysis of Variance Using Mean Rankings of Three Judges for Effects of Supervisors' Level of Training on Counselors' Participation in Inservice Training with Untrained and Partially Trained Groups Combined

| | Trained | Partially Trained and Untrained |
|---|---|---|
| | 1 | 4 |
| | 2 | 5 |
| | 3 | 6 |
| | 8 | 7 |
| | 9 | 10 |
| | 11 | 13 |
| | 13 | 13 |
| | | 15 |
| | | 16 |
| | | 17 |
| | | 18 |
| | | 19 |
| | | 20 |
| Mean Rank | 6.71 | 12.53 |

H = 4.24 $p < .05$ DF = 1

In summary, the major findings were:

1. Except for differences regarding sex and length of time as an agency supervisor there were not statistically significant differences between casework supervisors and administrative supervisors on the variables derived from the Supervisor Questionnaire.

2. When testing the effects of three levels of supervisory training and experience on counselor participation in the experimental training no differences were found. When partially trained and untrained supervisors were combined and tested against trained supervisors it was found that trained supervisors have counselors who participate to a significantly higher degree of appropriateness.

## Section C. Discussion

The first part of the study concerned itself with comparing the characteristics and activities of two types of rehabilitation agency supervisors; (1) casework supervisors, i.e., those whose primary responsibility is direct counselor supervision and, (2) administrative supervisors, i.e., those charged with administering the agency's program at the district, regional, or unit level.

The second part of the study investigated the impact of casework supervisors' level of training and experience on counselors' participation in SCERC training.

The following discussion deals with the two parts separately.

PART I: The literature gives no indication of any kind of model for supervision in state rehabilitation agencies. The present study investigated the characteristics and activities of two types of agency supervisors to see if there is in fact an emerging model.

Indications of such a model should, it seems, be apparent in different kinds of preparatory training, work activity and professional interests and activity for the two kinds of supervisors.

Chi Square analyses revealed only two statistically significant differences between casework supervisors and administrative supervisors: (1) administrative supervisors have more experience as agency supervisors than do casework supervisors and, (2) there were no females in the administrative supervisor group.

The first finding is congruent with the "promotional ladder" concept, with the casework supervisor position representing the first "rung" in the ladder. In regard to the second finding it is obvious that, for this sample of supervisors, the administration of a unit, district, or region is a male function and reflects a cultural norm.

There is a trend, while not statistically significant, toward more casework supervisors than administrative supervisors in the "less than forty" group. Miner (1969) in his comparison of this group of supervisors with Jaques (1959) sample found a significantly larger number of this sample in the younger age bracket. During the last decade the expansion in services and the accompanying increase in counselors has made it necessary to establish the casework supervisor position and it is in this position that the younger supervisors are represented.

Casework supervisors report engaging in more individual consultations with counselors and fewer group consultations than do administrative supervisors, but the differences were not statistically significant.

Perhaps more striking is the similarity of the two groups. There is little difference in educational preparation, counseling experience, professional activity, or attitudes between the two groups. The findings suggest a singular professional and work orientation rather than a dichotomous one for the two groups of supervisors.

PART II: Two approaches were used in rank ordering the twenty supervisory units as to appropriate counselor participation in experimental training. In the first approach three judges ranked the units with high agreement. The second approach was a multiple regression model using pretest information scores and casework supervisor ratings as independent variables and learning units completed as the dependent variable. The resulting residuals were defined as "discrepancy scores," and used to rank-order the supervisory units in terms of appropriate counselor participation in the experimental program.

It was anticipated that a counselor's knowledge of his pretest information scores and the casework supervisor's ratings of his work performance would account for a considerable part of the variance associated with "unit taking." It seemed logical in measuring supervisors' impact on counselors' participation that appropriate participation in general should be considered. However, little of the variance associated with "unit taking" was accounted for by supervisors' ratings and pretest scores. Therefore, high appropriate participation was defined as the number of units taken over and above what was predicted. If the two predictor variables had accounted for a large part of the variance, a better decision regarding appropriateness might have been how close each counselor came to his predicted participation.

Despite this, a high correlation was found between the mean rankings of the three judges and the median discrepancy scores derived from the multiple regression model. The high concordance coefficient for the three judges, and the high correlation between the judges' rankings and the rankings derived statistically, indicates that one can use such a "clinical" procedure with confidence when the judges' decisions are carefully structured.

In the process of obtaining discrepancy scores, zero order correlations were obtained for all possible pairs of four variables: (1) casework supervisor ratings; (2) administrative supervisor ratings; (3) counselor pretest scores; (4) number of units taken by counselors.

Although administrative ratings were not used in the multiple regression procedure they were included in a separate step of the program to provide a comparison with casework supervisor ratings. A low to moderate correspondence was found between the ratings of the two groups.

The ratings of both groups of supervisors correlated significantly with counselors' pretest information scores which gives some support to the view of Muthard and Miller (1966), i.e., that supervisors' ratings are a useful criteria for evaluating counselor performance.

Casework supervisor ratings were selected as a prediction variable with the idea that there would be a negative correlation between the ratings and the number of units taken, i.e., counselors rated highly would not be encouraged by supervisors to take units to the extent as would low rated counselors. While the correlation was negative as predicted it was only slightly so.

The study by Wicas and Mahan (1966) may partially explain this finding. They compared the characteristics of high-rated and low-rated counselors. Ratings were completed by both peers and supervisors. Using personality data derived from the Ways of Life, Self Description, and the Structured Objective Rorschach Test they found that high-rated counselors received a pattern of scores "that can be interpreted to indicate that they are anxious, sensitive to the expectations of others and society, patient and non-aggressive in interpersonal relationships, and concerned about social progress but always with appropriate self-control."

It is possible that a number of high-rated counselors in the present study perceived taking units as the "proper thing to do" rather than doing so because of supervisory encouragement.

In testing the effects of supervisors' level of experience and training on appropriate counselor participation in training no effects for three levels of experience or three levels of training were found. It was only when the trained group was tested against the untrained and partially trained group combined that a significant effect was demonstrated.

A possible explanation for the latter finding is that the category "partially trained" as defined in this study is too general to be of value. Defined only as "no master's degree but some graduate training in rehabilitation counseling, psychology, sociology, or counseling and guidance," the category encompasses those with very little post graduate work as well as those who may be nearing completion of the master's degree.

Roberts and Engelkes (1970) discuss the confusion surrounding the term "trained" as it applies to rehabilitation counselors. While the present study is dealing with supervision there is much of the same kind of confusion, particularly the problem of classification schemes.

Analysis of variance was also completed for participation by states and showed no significant differences for the three states.

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APPENDIX A

SCERC Research and Training Project
The University of Iowa

| Unit No. | Title |
|---|---|
| 1-001 | Job Analysis in Placement |
| 1-002 | Intelligence Tests |
| 1-003 | Interest Tests |
| 1-004 | Scholastic and Achievement Tests |
| 1-005 | Multiple Aptitude Tests I |
| 1-006 | Personality Tests |
| 1-008 | Assessing Client Work Information |
| 1-009 | Understanding Norms |
| 1-010 | Understanding Basic Statistics |
| 1-011 | Understanding Medical Terminology |
| 1-012 | Anatomy & Physiology I |
| 1-013 | Anatomy & Physiology II |
| 1-014 | Anatomy & Physiology III |
| 1-015 | The Arthritides |
| 1-016 | Psychological Aspects of Disabilities |
| 1-017 | Privileged Communication |
| 1-018 | Multiple Aptitude Tests II |
| 2-001 | Initial Interview |
| 2-002 | Collecting Information from the Client |
| 2-003 | Test Interpretation |
| 2-004 | Using Occupational Information |
| 2-005 | Dealing with the Third Person |
| 2-006 | Dealing with Dependent and Hostile Clients |
| 2-008 | Dealing with the Mentally Retarded Client |
| 2-009 | Counseling Strategies: A Developmental Model |
| 2-010 | Dev. Client Explor. Behavior and Voc. Planning |
| 2-011 | Client Task Assignment and Follow-up |
| 3-001 | Occupational Information |
| 3-002 | Pre-Vocational Evaluation |
| 3-003 | Placement in Vocational Rehabilitation |

APPENDIX B

University of Iowa
S C E R C SUPERVISOR QUESTIONNAIRE

(Confidential)

General Information

1. Name_____ 2. Date_____

3. Office_____ State_____

4. Age_____ 5. Marital Status:

___ Single
___ Married
___ Separated or Divorced
___ Widowed

6. Sex: Male_____ Female_____

Educational Information

7. Educational level you achieved:

___ Completed High School
___ Some College
___ Completed College
___ Some Post Graduate M.A.___ M.A. Plus____
___ Ph.D./Ed.D.

8. Date first degree granted_____

9. Date last degree granted_____

10. Undergraduate major_____

11. Major field in graduate school_____

12. What was your undergraduate grade point average (based on a 4-point scale)?_____

13. Which of the following describes the extent to which the current inservice training program for supervisors helps you in performing your job.

___1. Rarely
___2. Sometimes
___3. Frequently
___4. Generally
___5. Almost Always
___6. No inservice training program offered by the agency for supervisors.

14. What formal training have you taken in the past calendar year?

___1. Work in a local college or university, e.g. class work or correspondenc
___2. Workshops or institutes
___3. Taken no formal training
___4. Other (specify)_____

## Employment Information

15. Years of experience in all types of counseling or personnel work._____

16. Years of experience as a rehabilitation counselor._____

17. Years of experience as a rehabilitation counselor in a D.V.R. setting._____

18. How many years have you worked as a supervisor in a state rehabilitation agency?_____

19. How many counselors do you supervise?_____

20. On the average, in an ordinary month, how many scheduled personal interviews does each counselor have with you for help with job-related problems?

_____

21. On the average, in an ordinary month, how many scheduled group meetings do you have with your counselors for help with job-related problems?

_____

22. On the average, to what extent do you think your consultation with counselors is of major help in their solving job-related problems?

____ 1. Rarely
____ 2. Sometimes
____ 3. Frequently
____ 4. Generally
____ 5. Almost Always
____ 6. I do not consult with counselors

23. What is the population of the area served by your office?_____

24. How many clients have been closed rehabilitated by your office during the year ending June 30, 1968?

_____

25. Do you have an office library that is indexed and available to counselors?

Yes_____ No_____

26. What inservice training programs are available to counselors in your office?

____ Class work in a local college or university
____ Workshops or institutes
____ Correspondence courses
____ Other (specify)_____
____ None

27. How many resource people have you used for the inservice training of your counselors during the past year?

_____

28. For counselors to get promotions (or pay increase) in your agency, rank the following items ("1" equals most important, etc.):

____1. Being in the right place at the right time.
____2. Conforming and playing politics.
____3. Engaging in further training.
____4. Producing 26-Closures.
____5. Having a master's degree in Rehabilitation Counseling.

29. Which professional meetings did you attend during the last year? Check those which apply)

| | None | APA | APGA | ARCA | NRA | NRCA | NASW | Other (specify) |
|---|---|---|---|---|---|---|---|---|
| State | ___ | ___ | ___ | ___ | ___ | ___ | ___ | _____ |
| Regional | ___ | ___ | ___ | ___ | ___ | ___ | ___ | _____ |
| National | ___ | ___ | ___ | ___ | ___ | ___ | ___ | _____ |

30. In which professional groups have you held office?_____

31. What professional journals do you read?

I thoroughly read_____

I casually read_____

32. All things considered, which of these statements comes nearest to expressing the way you feel about your job?

____ I like it
____ I am indifferent to it
____ I dislike it

33. How much of the time do you feel satisfied with your job?

____ All of the time
____ Most of the time
____ A good deal of the time
____ About half of the time
____ Occasionally
____ Seldom
____ Never

SEND COMPLETED FORM TO:

Studies In Continuing Education for Rehabilitation Counselors
College of Education
University of Iowa
[redacted]
Iowa City, Iowa
52240

APPENDIX C

University of Iowa
S C E R C COUNSELOR QUESTIONNAIRE
(Confidential)

General Information

1. Name_____ 2. Date_____

3. District Office_____ State_____

4. Age_____

5. Marital Status:

____ Single
____ Separated or Divorced
____ Married
____ Widowed

6. Sex: Male____ Female____

7. Father's Occupation:

____ Professional or Managerial
____ Skilled
____ Semiskilled
____ Unskilled

8. Father's Education:

____ Grade School
____ Some High School
____ Completed High School
____ Some College
____ Completed College
____ Post Graduate

Educational Information

9. Educational Level You Achieved: (check)

____ Completed High School
____ Some College
____ Completed College
____ Some Post Graduate M.A.____ M.A. Plus____
____ Ph.D./Ed.D.

10. Date first degree granted_____

11. Date last degree granted_____

12. Undergraduate major_____

13. Major field in Graduate School_____

14. What was your undergraduate grade point average (based on a 4-point scale)?____

15. What formal training have you taken in the past calendar year?

____ 1. class work in a local college or university
____ 2. workshops or institutes
____ 3. correspondence course work
____ 4. formal training
____ 5. other (specify)_____

16. In being promoted (or getting a pay increase) in your agency, how would you rank the following items ("1" equals most important, etc.).

____ Being in the right place at the right time.
____ Conforming and playing politics
____ Engaging in further training.
____ Producing 26-closures.
____ Having an M.A. degree in Rehabilitation Counseling.

17. The following describes the extent to which the total current inservice training program helps me in performing my job:

___1. Rarely ___2. Sometimes ___3. Frequently ___4. Generally ___5. Almost Always

18. For each activity listed below, circle a letter to indicate how well your previous training, from different sources, has helped you in performing that activity:

A - Not Helpful
B - Of Very Limited Help
C - Usually Helpful
D - Very Helpful
E - Have had no training/experience in this

| Training taken from a college person | Training taken from an agency person | Experience on-the-job | |
|---|---|---|---|
| A B C D E | A B C D E | A B C D | 1. Finding a specific job for a client. |
| A B C D E | A B C D E | A B C D | 2. Dealing in face-to-face contacts with client's emotions. |
| A B C D E | A B C D E | A B C D | 3. Using test results to guide a client. |
| A B C D E | A B C D E | A B C D | 4. Using medical reports to guide a client. |
| A B C D E | A B C D E | A B C D | 5. Dealing in face to face contacts with client unrealism in job choice(s). |
| A B C D E | A B C D E | A B C D | 6. Being able to formulate a plan from client information. |
| A B C D E | A B C D E | A B C D | 7. Being able to handle personal problems and prejudices in work situations. |
| A B C D E | A B C D E | A B C D | 8. Using psychological reports to guide clients. |
| A B C D E | A B C D E | A B C D | 9. Reading and understanding research reports. |
| A B C D E | A B C D E | A B C D | 10. Maintaining productive contact with referral sources and other professionals. |

19. How many books, which you use on your job, do you have in your personal library?_____

## Employment Information

20. Years of experience in all types of counseling or personnel work_____

21. Years of experience as a rehabilitation counselor or worker_____

22. Years of experience as a rehabilitation counselor in this agency_____

23. In an ordinary work month, as part of your job, how many miles do you drive?
_____

24. Taking your total weekly working hours into account, please rank the following activities according to the amount of time you spend on each. (Give that activity taking the most of your time a rank of 1 and the least a rank of 4, etc.)

    ____ 1. Face-to-face contacts with clients

    ____ 2. Locating jobs, developing referral sources, and related community work

    ____ 3. Contacting other professionals (social workers, etc.)

    ____ 4. Recording, administrative meetings, etc.

25. On the average, how many hours each month do you put into inservice training activities?_____

26. To what extent does your supervisor help you with job-related problems?

    ____ 1. Rarely
    ____ 2. Sometimes
    ____ 3. Frequently
    ____ 4. Generally
    ____ 5. Almost Always

27. Which professional meetings did you attend during the last year?
(Check those which apply.)

| | None | APA | APGA | ARCA | NRA | NRCA | NASW | Other (specify) |
|---|---|---|---|---|---|---|---|---|
| State | ___ | ___ | ___ | ___ | ___ | ___ | ___ | _____ |
| Regional | ___ | ___ | ___ | ___ | ___ | ___ | ___ | _____ |
| National | ___ | ___ | ___ | ___ | ___ | ___ | ___ | _____ |

28. In which professional groups have you held office?_____

29. What professional journals do you read?

I thoroughly read_____

I casually read_____

30. All things considered which of these statements comes nearest to expressing the way you feel about your job?

____ I like it.
____ I am indifferent to it.
____ I dislike it.

31. How much of the time do you feel satisfied with your job?

____ All of the time.
____ Most of the time.
____ A good deal of the time.
____ About half of the time.
____ Occasionally.
____ Seldom.
____ Never.

## APPENDIX D

SCERC Supervisory Rating Blank

Supervisor's Name_____

An important aspect of the Studies in the Continuing Education of Rehabilitation Counselors is periodic supervisory ratings of counselor performance. An attempt has been made to make such ratings as easy as possible, without sacrificing undue accuracy. To complete such ratings, please take the following steps:

1. List the names of all counselors you supervise in the center spaces provided on the rating sheet.

2. You are asked to rate each counselor on five dimensions of his performance.

   ____ A = In getting along with co-workers and supervisors
   ____ B = In managing his time and caseload well
   ____ C = In communicating his ideas well, both verbal and written
   ____ D = In making effective use of other resources (community and professional)
   ____ E = In acting on his own to increase professional knowledge and skill

3. For each dimension, (A through E), evaluate how much improvement, if any, the counselor needs at the current time. Needed Improvement is defined as:

   No Improvement = In supervising this counselor, you found no instances in which he has not performed as you expected.

   Some Improvement = In supervising this counselor, you found a few instances in which he has not performed as you expected.

   Much Improvement = In supervising this counselor, you found many instances in which he has not performed as you expected.

4. Make a check (X) in the appropriate box indicating the needed improvement for each dimension.

5. After rating your counselors, please use the spaces in front of each dimension in step 2 above, to rank order them in terms of how important you think they are for getting the rehabilitation counselor's job done. (That activity which is most important is ranked "1"; next most important "2", etc.)

A=In getting along with co-workers and supervisors
B=In managing his time and case-load well
C=In communicating his ideas well, both verbal and written
D=In making effective use of other resources (community & professional)
E=In acting on his own to increase professional knowledge and skill.

| Needs: A | Needs: B | | Counselor | Needs: C | Needs: D | Needs: E | |
|---|---|---|---|---|---|---|---|
| ☐ | ☐ | No Improvement | 8. _____ | ☐ | ☐ | ☐ | No Improvement |
| ☐ | ☐ | Some Improvement | | ☐ | ☐ | ☐ | Some Improvement |
| ☐ | ☐ | Much Improvement | | ☐ | ☐ | ☐ | Much Improvement |
| ☐ | ☐ | No Improvement | 9. _____ | ☐ | ☐ | ☐ | No Improvement |
| ☐ | ☐ | Some Improvement | | ☐ | ☐ | ☐ | Some Improvement |
| ☐ | ☐ | Much Improvement | | ☐ | ☐ | ☐ | Much Improvement |
| ☐ | ☐ | No Improvement | 10. _____ | ☐ | ☐ | ☐ | No Improvement |
| ☐ | ☐ | Some Improvement | | ☐ | ☐ | ☐ | Some Improvement |
| ☐ | ☐ | Much Improvement | | ☐ | ☐ | ☐ | Much Improvement |
| ☐ | ☐ | No Improvement | 11. _____ | ☐ | ☐ | ☐ | No Improvement |
| ☐ | ☐ | Some Improvement | | ☐ | ☐ | ☐ | Some Improvement |
| ☐ | ☐ | Much Improvement | | ☐ | ☐ | ☐ | Much Improvement |
| ☐ | ☐ | No Improvement | 12. _____ | ☐ | ☐ | ☐ | No Improvement |
| ☐ | ☐ | Some Improvement | | ☐ | ☐ | ☐ | Some Improvement |
| ☐ | ☐ | Much Improvement | | ☐ | ☐ | ☐ | Much Improvement |
| ☐ | ☐ | No Improvement | 13. _____ | ☐ | ☐ | ☐ | No Improvement |
| ☐ | ☐ | Some Improvement | | ☐ | ☐ | ☐ | Some Improvement |
| ☐ | ☐ | Much Improvement | | ☐ | ☐ | ☐ | Much Improvement |
| ☐ | ☐ | No Improvement | 14. _____ | ☐ | ☐ | ☐ | No Improvement |
| ☐ | ☐ | Some Improvement | | ☐ | ☐ | ☐ | Some Improvement |
| ☐ | ☐ | Much Improvement | | ☐ | ☐ | ☐ | Much Improvement |

Side 1

State _____

Office _____

Name of Counselor _____

Social Security Number _____

First Pretest Taken (Date) _____

Second Pretest Taken (Date) _____

## SCERC

Rehabilitation Counselor's Cumulative Training Record*

| Instructional Areas | Record of SCERC Learning Units Checked Out and Completed | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I Information Processing | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| II Counselor-Client Interaction | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| III Resource Procurement | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| IV Administration Work | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| V Miscellaneous | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |

Do not use the spaces below.

| | |
|---|---|
| 1. | 10. |
| 2. | 11. |
| 3. | 12. |
| 4. | 13. |
| 5. | 14. |
| 6. | 15. |
| 7. | 16. |
| 8. | 17. |
| 9. | 18. |

* See *SCERC Directions for Maintaining Rehabilitation Counselor's Cumulative Training Record*

Side 2

**SCERC**

Rehabilitation Counselor's Cumulative Training Record*

Counselor's Name _____ Social Security Number _____

Monthly Log of Other Training

1968-69

| Areas of Training | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | July | Aug |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Training in the Use of Measurement Concepts (Statistics, Tests, Projectives) | | | | | | | | | | | | |
| 2. Training in Interviewing or Counselor/Client Interaction (Counseling Theory, Practice, Interviewing Skills) | | | | | | | | | | | | |
| 3. Training in Skills for Interacting With Business or Community (Job Analysis, Labor Conditions, Placement, Public Relations) | | | | | | | | | | | | |
| 4. Training in Understanding Human Behavior Generally (Psychology, Sociology) | | | | | | | | | | | | |
| 5. Training in the Use of Physio-Medical Concepts (Diseases, Disabilities, Biology, Physiology) | | | | | | | | | | | | |
| 6. Training to Develop Personal Attributes (Public Speaking, Thinking More Clearly) | | | | | | | | | | | | |
| 7. Administration | | | | | | | | | | | | |
| 8. Other | | | | | | | | | | | | |

Record hours in upper left, method code in lower right of rectangle

Code for recording method of training

C College (class-correspondence)

W Workshop or Institute

A Agency Training (training by the agency)

* See *SCERC Directions for Maintaining Rehabilitation Counselor's Cumulative Training Record*

University of Iowa
S C E R C Learning Unit Evaluation Form

Counselor's Name_____ Office Location (Town)_____

Code Identification of Unit Just Completed_____ Date_____

Each time an individual completes a Learning Unit in the SCERC project being conducted by the University of Iowa, this Critique Form is to be completed and given to the Research Helper at the local agency office. She will forward it to the University of Iowa. The purpose of the critique is to help the University staff evaluate the Learning Unit and possibly revise it. Please check the statements below that come nearest to expressing the way you feel.

| | Strongly Agree | Agree | Can't Say | Disagree | Strongly Disagree | Item Comments |
|---|---|---|---|---|---|---|
| 1. What was covered in this Learning Unit will be useful in the work of a Rehab. Counselor. . . . | _____: | _____: | _____: | _____: | _____ | |
| 2. The speed with which the ideas were presented in this unit was about right . . . . | _____: | _____: | _____: | _____: | _____ | |
| 3. This Learning Unit was easy to understand . . . | _____: | _____: | _____: | _____: | _____ | |
| 4. The supplement(s) helped to make this Learning Unit effective. . . | _____: | _____: | _____: | _____: | _____ | |
| 5. Overall, the method of presentation of this topic was effective . . | _____: | _____: | _____: | _____: | _____ | |

6. What other general evaluative comments do you have concerning this Learning Unit?

APPENDIX G

## STATES AND OFFICES PARTICIPATING IN THE SCERC RESEARCH PROJECT

### Experimental Offices

| Illinois | Iowa | Minnesota |
|---|---|---|
| Alton | Council Bluffs | Mankato |
| Carbondale | Davenport | Minneapolis |
| Jacksonville | Des Moines District | St. Cloud |
| Mount Prospect | Fort Dodge | St. Peter |
| Rockford | Oakdale | |
| Rock Island | Waterloo | |
| Springfield | Anamosa | |
| | Fort Madison | |

### Control Offices

| Illinois | Iowa | Minnesota |
|---|---|---|
| Belleville | Cedar Rapids | Brainerd |
| Chicago Heights | Des Moines Center | Duluth |
| Peoria | Ottumwa | Rochester |
| Quincy | Sioux City | Virginia |